

CATHOLIC UNIVERSITY OF AMERICA
SCHOOL OF SOCIAL WORK

THE DEPENDENT BOY

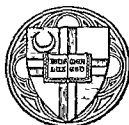
A Comparative Analysis of Three Groups of
Boys Living Under Widely Different Conditions
in Reference To A Selected Number of
Non-Intellectual Traits

BY

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A DISSERTATION

SUBMITTED TO THE FACULTY OF THE SCHOOL OF SOCIAL WORK
OF THE CATHOLIC UNIVERSITY OF AMERICA IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF
DOCTOR OF PHILOSOPHY IN SOCIAL SCIENCE



THE CATHOLIC UNIVERSITY OF AMERICA
WASHINGTON, D. C.

1937

NIHIL OBSTAT:

JOHN O'GRADY, Ph.D.,
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Bishop of Hartford.

May 7, 1937.

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WASHINGTON, D. C.

TO MY
FATHER
AND
MOTHER

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PREFACE

The parental home is the natural environment for the care and development of children. It affords a protective and stimulating milieu for the physical, mental and spiritual growth of children from infancy to adult life which no substitute home can adequately replace. All children, however, are not so fortunate as to be assured of the care and protection of their parents from infancy to adult life. For this group substitute homes must occupy the place of the parental home. Some of these children have never had a home. Others have been deprived of their home through the death of their parents. Still others have been removed from their homes early in life because society has seen fit to declare the home unsuitable for the proper training and development of children. Whether placed with relatives, or in an institution, or in a foster home these children are dependent on the substitute homes for that love, understanding and security which is generally looked on as their birthright.

During recent years dependent children have been the subject of numerous studies. Some of these studies have centered about the programs of child welfare agencies. Other studies have had to do with the performance of these children on standardized tests, especially intelligence tests, and the comparison on the basis of these tests of dependent children with children from normal parental homes. Other studies embody the observations of people closely associated with children in either an institution or a foster home. Some of these studies have given rise to controversy as to the relative merits of the institution and the foster home in a child-caring program.

The present study does not aim to settle the question as to the relative merits of the different methods of caring for children away from their own homes. The study grew out of the author's interest in children receiving both types of care. It is an attempt to discover how a group of children in institutions and in foster homes compare with a non-dependent group of children living in their own

homes with respect to certain non-intellectual traits used as the basis of comparison. The study was planned in the fall of 1935. The actual investigation extended from January 1, 1936 to May 15, 1936.

The author takes this occasion to thank His Excellency, the Most Reverend Maurice F. McAuliffe, D.D., Bishop of Hartford, for the opportunity to pursue graduate studies in social work.

The present dissertation has been prepared under the supervision of the Faculty of the School of Social Work of the Catholic University of America and has been submitted in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Social Science. The author wishes to express his gratitude to Right Reverend Monsignor John O'Grady, Ph.D., Dean of the School, and the members of the faculty for their generous cooperation in the present inquiry. Special appreciation is extended to Doctors Ruth Reed and Alice M. Leahy of the School of Social Work and to Doctor William D. Commins, Instructor in Psychology at the Catholic University, for the helpful suggestions and directions given the author.

The various social agencies and the parochial school in New Haven, Connecticut, which cooperated in the study were of invaluable assistance to the author. He is deeply appreciative of the courtesies extended him and of the active cooperation afforded by the executives of these agencies and the members of their staffs. He takes this opportunity to thank the following executives: Reverend William J. Daly, Superintendent of Highland Heights (St. Francis Orphan Asylum) of New Haven, Connecticut; Mr. Byron T. Hacker, Executive Director of the Children's Community Center of the New Haven Orphan Asylum; the Honorable Frederick C. Wolcott, Commissioner of Welfare of the State of Connecticut and Miss Dorothy M. Badger, District Supervisor of the New Haven Office of the Division of Child Welfare; Mr. Joseph A. Fitzgerald, Superintendent of Schools of New Haven; Mr. Elwood Street, Director of Public Welfare of the District of Columbia and Miss A. Patricia Morss, Chief of the Division of Child Care, Department of Public Welfare; Reverend Lawrence J. Shehan, Assistant Director of Catholic Charities of Washing-

ton, D. C.; and Sister M. Fredolin, Superior of St. Joseph's Home and School, Washington, D. C. The author is deeply grateful also to the Reverend Pastor and Reverend Principal of the parochial school in New Haven, Connecticut, who cooperated in the study.

The author takes this occasion also to thank the institutional, foster home and general population boys who formed the study groups of the present investigation. He is deeply grateful to each boy for his active and willing participation in the study.

To all others who in any way assisted in the present inquiry the author here wishes to express grateful acknowledgment for the services rendered.

CHAPTER I

THE DEPENDENT CHILD

The dependent child has always been with us. From the beginning human society has been faced with the problem of his care. In the United States we see him in the home of strangers as an apprentice, in the almshouse, in the orphan asylum, and in the foster home. The modern period of his care in the United States may be said to date from the first White House Conference on Dependent Children of 1909 which brought together a large group of welfare workers representatives of every shade of opinion in the field of child welfare in the country. It was followed by the Conferences of 1919 and 1930 which continued and amplified the work of the first conference, and led to the formation of the "Children's Charter." This Charter is often referred to as the Magna Charta of American Childhood. Prior to the first conference the work of public and private agencies of child care was largely autonomous, success being dependent to a large extent upon individual initiative. Following this conference, however, greater emphasis was placed on united effort for a better understanding of the child and his problems and the formulation of programs of care best suited to his needs. In general, the need receiving greatest emphasis was that of a normal child for his natural home environment.

This appreciation of the value of home life in training the child is very evident in the White House Conference report of 1909¹

Home life is the highest and finest product of civilization. It is the great molding force of mind and character. . . Except in unusual circumstances the home should not be broken up for reasons of poverty, but only for considerations of inefficiency and immorality

¹ *Dependent and Neglected Children*, White House Conference on Child Health and Protection, N. Y., Appleton-Century, 1933: IV C-1, 59-60.

Today every effort is made to preserve the child's home, even in the face of difficulties which in former times would have led to its breakdown. Fitting examples of this new trend in the care of the dependent child are the Mothers' Pension laws of the several States and the aid to dependent children in the Social Security Act.

The child who is dependent is one who has been removed from his own home to receive care or the child who has no home. He is dependent because of his parents' neglect, desertion, separation, divorce, premature death, sickness, mental disturbance, irregular employment or insufficient income when employed, intemperance, immorality, or other cause. Once removed from his home he is usually placed by public or private agencies in a substitute home. If he cannot be cared for by relatives, he is placed either in an institution or in a foster home. In the institution he will live with other dependent children. In the foster home he will live with a private family. This latter home may be a *free home*—a home in which there is no payment for his board (the adoption home is a free home); a *boarding home*—a home in which he is kept in return for the payment of money; or a *wage home*—a home in which he pays his own board by working for his foster parents.

THE INSTITUTION AND THE FOSTER HOME

The aim of both the institution and the foster home is to give to the child those features of home life and training that he would receive in an intelligently well regulated family home. The trend today shows an increase in the use of the foster home and a corresponding decrease in the use of the institution for the care of these children away from their own homes.² This is evident in the statistics compiled by the Children's Bureau from December 31, 1929 to December 31, 1935. In ten areas registering with the Bureau during this period 45 percent of the total group of children cared for away from their own homes were in institutions on December 31, 1929. On December 31, 1935 only 35 percent of the

² McHugh, Rose J., "Some Conclusions from a Series of Studies by the National Catholic Welfare Conference", *Proc. Nat. Conf. Soc. Work*, 1929: 133.

dependent children in these same areas were receiving this type of care. On the other hand, at the earlier date 55 percent of the children were being cared for in foster homes as compared to 65 percent at the end of 1935.³ The trend towards preserving the child's own home, together with the declining use of the institution is further evident in the type of care provided for 111,655 dependent and neglected children in 25 registration areas on December 31, 1935. Of this number 61 percent were receiving financial assistance (Mothers' Aid) or service (Protective Care) or both in the homes of their parents or relatives, 22 percent were in foster homes, and 17 percent in institutions.⁴ This modern trend towards greater use of the foster home finds the following inspiration in the White House Conference Report of 1909:⁵

As to the children who for sufficient reasons must be removed from their own homes, or who have no homes, it is desirable that if normal in mind and body and not requiring special training, they should be cared for in families whenever practicable. The carefully selected foster home is for the normal child the best substitute for the natural home.

The Report also adds, "It is necessary, however, that a large number of carefully selected boarding homes be found if these children are to be cared for in families . . . Unless and until such homes are found the use of the institution is necessary."⁶

Both the institution and the foster home, it must be admitted, make an honest effort to give the dependent child a real home. The impartial observer will admit that each has its advantages and its disadvantages since neither is the child's natural home. In recent years, however, the institution has been criticized severely by some advocates of the foster home for child placement. Often these attacks on the institution have been partisan and without any

³ "Dependent and Neglected Children", *Social Statistics Supplement*, Washington, Children's Bureau Publication, January 1937: 6-7.

⁴ *Ibid.*, 3.

⁵ *Op. cit.*, 60

⁶ *Ibid.*, 61.

scientific basis in fact. The same may also be said of some defenses of the institution in reply. The controversy, however, has had the wholesome effect of stimulating greater effort on the part of the institution and of the foster home to satisfy the child's needs and to give him the best possible substitute home.⁷

From the literature of this controversy, and from other impartial sources it is possible to obtain some information as to the advantages and disadvantages of each type of care.

THE INSTITUTION

ITS ADVANTAGES

Doctor John M. Cooper in his study, *Children's Institutions*, refers both to the advantages and the disadvantages of institutional care. "The chief advantage," he says, "is that the child is trained on the basis of twenty-four hours a day and twelve months a year. Training is continuous as in the home . . . the whole child is dealt with."⁸ He also feels that "the institution through its preadmission physical and mental examinations as well as through its entrance examinations and re-examinations" obtains a detailed knowledge of the individual child. The institutional staff through

⁷ cf. Trotzkey, Elias L., *Institutional Care and Placing Out*, Chicago, Marks Nathan Jewish Orphan Home, 1930: 3-8.

Godley, Mary F., "The Program for Catholic Child-Caring Homes, Its Meaning and Significance", *Proc. Nat. Conf. Cath. Char.*, 1923:111.

Ueland, Elsa, "The Care of Children in Institutions", *Proc. Nat. Conf. Soc. Work*, 1924: 128.

Loyola, Sister M., "Method of Developing the Child's Character in Institutions", *Proc. Nat. Conf. Cath. Char.*, 1926: 417.

Glenn, Rev. Laurence, "The Pre-Delinquent Child in Institutions", *Proc. Nat. Conf. Cath. Char.*, 1929: 139.

Ignatia, Sister Maria, O. P., "Individualizing the Treatment of the Child in the Institution", *Proc. Nat. Conf. Cath. Char.*, 1930: 124.

Coates, Elizabeth, "What Ordinary Life Experiences Should Be Provided for the Institutional Child", *Proc. Nat. Conf. Cath. Char.*, 1934: 321.

Dolorosa, Sister M., "Individualization of the Institutional Child", *Proc. Nat. Conf. Cath. Char.*, 1934: 376.

⁸ Cooper, John M., *Children's Institutions*, Philadelphia, Dolphin Press, 1931: 2, 439.

personal contact with the whole round of the child's daily activities is, he says,⁹

. . . favorably situated for obtaining detailed knowledge of and closer insight into the individual child. In this respect at least it is in a favorable position for individualizing the child not only in general training but also in the more limited field of academic or intellectual training.

This advantage in educational training offered by the institution is affirmed in the Leonard-Wallace study¹⁰, which also refers to the greater health and recreational facilities offered by the institution when compared to the foster home.¹¹ This study sees in the group plan of the institution an opportunity of giving "the child a sense of belonging to a group which is also a substitute for the feeling of belonging to his family"¹², and goes on to say, "Thus the small institution or the institution on the cottage plan appears to have the greater facilities for the development of the child which is of paramount importance."¹³ Doctor Paul H. Furfey says, "The institution has a splendid opportunity for training in health habits."¹⁴

In *Institutional Care and Placing Out*, Elias L. Trotzkey refers both to the educational opportunities¹⁵ and the beneficial effects of group life in an institution. "Group life gives . . . a tremendous incentive to growth of character and personality . . . Self-assertion and self-expression . . . are awakened and developed . . ."¹⁶ In "physical development and the adjustment of health problems as such," he adds, the institution is decidedly superior to the foster home.¹⁷ He also feels that the trained per-

⁹ *Ibid.*, 439.

¹⁰ Leonard, Rev. Edwin L., and Wallace, Margaret, "Home and Institutional Child Life", *Proc Nat Conf. Cath Char*, 1928: 283-284

¹¹ *Ibid.*, 282

¹² *Ibid.*, 282

¹³ *Ibid.*, 285.

¹⁴ Furfey, Paul H., *Social Problems of Childhood*, N. Y., Macmillan, 1929: 273

¹⁵ Trotzkey, Elias L., *op cit*, 46-60

¹⁶ *Ibid.*, 72

¹⁷ *Ibid.*, 45.

sonnel of the better type of institution is a distinct advantage in the emotional development and character building of the child.¹⁸ He speaks of the institution not as "a mode of housing but of living"¹⁹, and infers that for "a sense of security . . . institutional life has a marked advantage" over foster home life.²⁰ R. R. Williams also speaks of the advantages inherent in institutional group life for some children, especially those of the shy, exclusive, introverting type.²¹ Of group life, R. R. Reeder writes, "Group living, where there are many individual possessions offers greater temptations than family community life. These conditions also offer a much greater opportunity to teach respect for property rights than exist in the average community . . ."²²

ITS DISADVANTAGES

Institutional care, while it offers many advantages to the child also has its disadvantages, many of which are recognized by some of the above-mentioned authors.

Among the disadvantages inherent in institutional care for children Doctor Cooper feels that routine is the "most subtle and deadly."²³ He further states that in an institution a child²⁴

. . . can easily be lost in the crowd, become part, as it were, of the vast machinery of the institution, and both fail of receiving individual recognition and fall short of acquiring individual status and success. He can likewise easily become undernourished and starved emotionally for want of individual affection, love and understanding. He can be caught in the unending monotony and routine of daily rules and bells and duties. When these things happen to him, we say he becomes 'institutionalized.' It is

¹⁸ *Ibid.*, 61-77.

¹⁹ *Ibid.*, 70.

²⁰ *Ibid.*, 75.

²¹ Williams, R. R., M.D., "The Effects on Personality and Social Attitudes of Institutional Placement", *Proc. Nat. Conf., Soc. Work*, 1928: 232-236.

²² Reeder, R. R., *Training Youth for the New Social Order*, Yellow Springs (Ohio), Antioch Press, 1933: 94.

²³ Cooper, John M., *op. cit.*, 2.

²⁴ *Ibid.*, 175.

- questionable whether even the most successful institution can ever completely and adequately meet those emotional and affective needs of the child.

This difficulty is also recognized by R. R. Williams²³ and Katharine E. Griffith,²⁴ but is denied by Elias L. Trotzkey.²⁵ Doctor Cooper also says that many institutional children manifest

. . . a flight from reality, a retreat from life, a failure to face the real battles and struggles of life . . . By the very conditions of institutional life a child is to a certain extent set apart from other children and secluded from the outside world. He tends to think of himself as different from other children outside and in so far is apt to develop more or less a sense of inferiority or at least of strangeness.²⁶

In much the same train of thought are the observations of Sister Marie who says:²⁷

In fact there is a real danger that continued institutional life will develop in the child an inferiority complex, which will remain with him throughout his earthly career . . . If we keep a child in institutions throughout all the years of childhood and youth, there is the danger of destroying a real initiative and a worth while ambition. An unfortunate spirit of dependence on others, looking for constant guidance and help, refusing to initiate any effort of himself, these are but some of the results of continued institutional care. The child becomes what I may term a perpetual leaner, always subdued, generally indifferent and permanently lacking ambition.

Besides the danger to real initiative, Doctor Furfey sees other dangers to the child's mental health inherent in institutional life.

²³ Williams, R. R., M.D., *loc cit*, 235.

²⁴ Griffith, Katharine, E., "The Social Worker Looks at the Institution", *Proc. Nat. Conf. Cath. Char.*, 1934: 341.

²⁵ Trotzkey, Elias L., *op. cit.*, 71.

²⁶ Cooper, John M., *op. cit.*, 177, 179.

²⁷ Marie, Sister, "Planning for the Child's Future", *Proc. Nat. Conf. Cath. Char.*, 1926: 424.

They are the lack of a sense of individuality, a sense of belonging to and being one with others; a sense of values, and respect for authority.³⁰ An observation similar to Doctor Furfey's is also made by Sister Dolorosa.³¹ The sad experience of institutional authorities, according to Sister M. Simplicita, is that many of the children who stayed for years in the institution, going through the routine of their religious and daily duties, upon entering the world, have been "handicapped and unfit to make their own way in life."³²

While admitting the advantages offered by the institution for the care of some children, R. R. Williams sees in it great disadvantages for dependent children in general. He holds that some effects of institutional life are stimulating to the personality, some are repressive, others are protective. He finds, however, that "the predominating effects are those tending to level performance (up or down) in the direction of conformance to group level. This undoubtedly is the fundamental effect of institutional life."³³ He is also of the opinion that "institutional personnel, uninstructed and constantly changing, not infrequently wields rules with an absence of common sense."³⁴ An objection raised by Leonard Mayo to institutions is that they tend "towards a preponderance of groups formed by the administration and few if any natural or free, unsupervised groups formed spontaneously by the children."³⁵ R. R. Reeder, after years of active service in orphan asylums, no longer has patience with them. In severely criticizing them he writes, "As a permanent home for the early years of dependent children, the orphan asylum should go out of business. Its day is past. It is not a real childhood home and cannot by any courtesy of speech claim to be such."³⁶ In another article this same author

³⁰ Furfey, Paul H., *op. cit.*, 274 ff.

³¹ Dolorosa, Sister M., "Individualization of the Individual Child", *Proc. Nat. Conf. Cath. Char.*, 1934: 376 ff.

³² Simplicita, Sister M., "The Standards of Moral Training of Children in Institutions", *Proc. Nat. Conf. Cath. Char.*, 1926: 408.

³³ Williams, R. R., M.D., *loc. cit.*, 233.

³⁴ *Ibid.*, 237.

³⁵ Mayo, Leonard W., "What May Institutions and Group Work Contribute to Each Other?", *Proc. Nat. Conf. Soc. Work*, 1935: 334.

³⁶ Reeder, R. R., "Our Orphaned Asylums", *Survey Graphic*, 54 (1925):

says that "The function of the institution in a general program of child welfare must be special and selective."³⁷

THE FOSTER HOME

ITS ADVANTAGES

The chief advantage usually advanced for the foster home is that it is more like the natural home than is the institution. This is the spirit expressed in the White House Conference Report to which we have already referred:³⁸

As to the children who for sufficient reasons must be removed from their own homes, or who have no homes, it is desirable that if normal in mind and body and not requiring special training, they should be cared for in families whenever practicable.

This is also the opinion of many institutional authorities according to Doctor Cooper, who says,³⁹

. . . there appears fair unanimity of view among our institutions that a great many children who would formerly have been kept indefinitely in the institution can and should be placed out in foster homes, where suitable homes can be found.

In the Leonard-Wallace study the advantages of the institution and the foster home were considered. We have already had occasion to refer to its statements relative to the advantages of the institution. In favor of the foster home the following is said:⁴⁰

The boarding home gives to the child less artificial surroundings than the institution. He has the advantage of living in a private home and of experiencing family life . . . There is more chance for individual attention in

³⁷ Reeder, R. R., "The Place of Children's Institutions," *Survey Monthly*, 61 (1929) 483

³⁸ *Dependent and Neglected Children*, 60

³⁹ Cooper, John M., *op. cit.*, 533

⁴⁰ Leonard-Wallace, *loc. cit.*, 282, 285

the boarding home . . . The child . . . enjoys the companionship of adults at meal time and has the advantage of their conversation which the institutional child misses.

In much the same spirit Jeanette Davis remarks that "Many children who have been deprived of satisfaction need the security found in a good foster home which can offer them the constructive mother and father relationship they have never had."⁴¹ For many children Carl R. Rogers feels that "the greatest contribution made by the foster home is that of consistent control."⁴² He also adds, however, that "children of border-line mentality do not respond in marked degree to good foster-home care."⁴³

ITS DISADVANTAGES

The main objection to the foster home is that it is too often considered a panacea for all the ills attendant upon the care of children away from their own parents. Samuel Langer justly remarks that "The foster home is not a panacea for social ills and should not be advertised as the Soothing Syrup of Social Work."⁴⁴

The foster home is often criticized on the basis of the frequent transfers of the child from one home to another, thus destroying the sense of security that should be given the child. Elizabeth Bissell says:⁴⁵

Placement of a child really means displacement, and to a child already subjected to shocks of various kinds within his own family circle and having developed a personality consistent with the obstacles he has met, this change of situation comes as another psychic shock and tends to in-

⁴¹ Davis, Jeanette, "The Boarding School as a Treatment Possibility", (Summary Round Table Discussion, "Experiments in Adjustment") *Proc. Nat. Conf. Soc. Work*, 1927: 430-431.

⁴² Rogers, Carl R., "A Good Foster Home: Its Achievements and Limitations", *Mental Hygiene*, 17 (1933): 29.

⁴³ *Ibid.*, 37.

⁴⁴ Langer, Samuel, "The Matter of Orphanages" (a reply to R. R. Reeder's article "Our Orphaned Asylums"), *Survey Midmonthly*, 54 (1925): 624

⁴⁵ Bissell, Elizabeth, "The Effects of Foster Home Placement", *Proc. Nat. Conf. Soc. Work*, 1928: 238.

tensify his feeling of insecurity, especially when we cannot prevent frequent replacements.

The effect of such replacements on a child is well exemplified in the case of "Jennie," according to the author. After frequent replacements in foster homes this child manifested "a too ready submissiveness, a tendency to go whichever way the wind blows, an overeagerness to be helpful, . . . a lack of spontaneity." Coupled with "a tendency to overcompensate for a feeling of inferiority which has come because of obstacles met in early life," there is often a noticeable deviation in an aggressive or in a submissive line in children who have been shifted from one foster home to another.⁴⁶ The Leonard-Wallace study is of the opinion that,⁴⁷

While no criticism can be offered as to the motive of those operating the boarding home there is generally an element of commercialism which is the basic reason for their existence. This element is not encountered in the institution as there is no one to profit from the income.

"The A B C of Foster-Family Care for Children," a Children's Bureau publication, recognizes this objection, and adds, "the fear that the children may be exploited is a wholesome one . . ."⁴⁸ Another objection raised in the Leonard-Wallace study is that the religious instruction of children in foster homes is liable to be limited to what is received in church on Sunday.⁴⁹ Leonard Mayo feels that the foster home is often handicapped in the care of children because of a third party in their care, that is, the social worker. He is of the opinion that "the position of the substitute parent is weakened by constant referral to the social worker."⁵⁰

From the above presentation it is evident that in the care of dependent children away from their own homes both the insti-

⁴⁶ *Ibid.*, 240-241.

⁴⁷ Leonard-Wallace, *loc. cit.*, 285.

⁴⁸ "The A B C of Foster-Family Care for Children", *Children's Bureau Pub. No. 216*, Washington, U. S. Gov. Print. Office, 1936: 11.

⁴⁹ Leonard-Wallace, *loc. cit.*, 283

⁵⁰ Mayo, Leonard W., "Preparation of the Child for His Return Home", *Proc. Nat. Conf. Cath. Char.*, 1933: 281.

tution and the foster home offer certain advantages. Since neither is the child's own home it is also evident that there are disadvantages inherent in each. These advantages and disadvantages are recognized by all progressive child placing agencies. "More important than *where* the child is cared for is *who* is attending to his care and *how* . . . Neither type of care is warranted in assuming a unique endowment of vision, understanding, and sympathetic interest in the child."⁵¹ To those who say that the institution is in no sense a childhood home for normal children⁵², that it be "reserved for only those cases in which the other methods are not feasible"⁵³, or that it be a place for remanding "children who present definite social difficulties, many of which arise from inadequate intellectual capacity"⁵⁴, we can only say that the institution "will serve as a 'dumping ground' if so considered and so used."⁵⁵

MENTAL RETARDATION AND THE DEPENDENT CHILD

Dependent children, in general, and institutional children, in particular, are often referred to as mentally retarded children as though this were necessarily the case. In the studies of Beard⁵⁶ and Pintner⁵⁷ dependent children were found to be more retarded on the whole than children in the general population. In Cobb's investigation decided inferiority in the performance of dependent children as compared to a group of children selected at random

⁵¹ Trotzkey, Elias L., *op. cit.*, 77.

⁵² Reeder, R. R., "Our Orphaned Asylums", *Survey Graphic*, 54 (1925): 283.

⁵³ Furley, Paul H., *Social Problems of Childhood*, 280.

⁵⁴ Wile, Ira S., M.D., "The Changing I. Q. in Children's Institutions", *Survey Midmonthly*, 61 (1928): 91.

⁵⁵ Chamberlain, H. E., M. D., "When Should the Institution Be Prescribed for the Problem Child?", *Proc. Nat. Conf. Soc. Work*, 1928: 389.

⁵⁶ Beard, Margaret K., "The Relation Between Dependency and Retardation: A Study of 1,351 Public School Children Known to the Minneapolis Associated Charities", *Research Pub. U. of Minnesota*, Minneapolis, Univ Minn., (1919) III, No 1: 1-17.

⁵⁷ Pintner, Rudolph, "The Mentality of the Dependent Child, Together with a Plan for a Mental Survey of an Institution", *Jour. Ed Psych.*, 8 (1917): 220-238.

was evident.⁵⁹ More frequently, however, the children referred to in studies are the institutional children. Doctor Cooper states, "It is generally believed that the percentage of retarded mentally defective children in child-caring homes is higher than it is among the general school population."⁵⁹ Davis, in his study of 1,051 children in orphanages and 504 children in public schools in Texas, found 45 percent retardation in the public schools as compared to 72 percent in the orphanages.⁶⁰ In Holy's *Survey of the Ohio Soldiers' and Sailors' Orphans Home*, 60 percent of the children were retarded one or more years in school, and 37 percent were below normal in intelligence.⁶¹ Of some New York institutions, Ira S. Wile says,⁶²

. . . the proportion of feeble-minded and dull children is two and one-half times as great as the percentage of such children existent in the general population; furthermore, a comparison of new admissions during the last few years, as checked by psychologic tests, indicates an increasing proportion of children at the lower levels of intelligence . . . there is a smaller group of children with intelligence, normal and above, in our institutions than exist in the general population from which these children come.

Similar results are also noted in the studies of Gordon⁶³ and Chapin.⁶⁴ Elias L. Trotzkey, on the other hand, found that the children in the institutions of his study compared favorably both with his foster home groups and with children in the public schools of the areas served by both. In fact, the institutional groups showed

⁵⁹ Cobb, Margaret E, "The Mentality of Dependent Children", *Jour. Delinq.*, 7 (1922): 132-140.

⁶⁰ Cooper, John M, *op. cit.*, 415.

⁶¹ Davis, R. A, "The Study of Orphan Children in Texas", *Jour. Delinq.*, 12 (1928): 1-21.

⁶² Holy, Thomas C, *Survey of the Ohio Soldiers' and Sailors' Orphans Home*, Columbus, Ohio State U, 1933: 43 ff

⁶³ Wile, Ira S, M D, *loc. cit.*, *Survey Midmonthly*, 61, (1928). 89, 91 cf. also "Child Care or Child Development", *Survey Midmonthly*, 61, (1928): 370 ff.

⁶⁴ Gordon, Kate, Ph D, "Report of Psychological Tests of Orphan Children", *Jour. Delinq.*, 4 (1919): 46-55.

⁶⁵ Chapin, Henry D, M D, "Family vs Institution", *Survey Midmonthly*, 55 (1926): 486.

a smaller percentage of mentally inferior children than the foster home groups.⁶⁵

In all these studies on mental retardation of dependent children two factors are often overlooked in the interpretation of the results. The first factor applies to the institutional children alone. With the decrease in the use of the institution and the increase in the use of the foster home we often find that, as a result of selective placement, the bright, intelligent children are placed in foster homes while the institution receives for care the less gifted children. If such is the policy of agencies in the locality studied, no conclusion can be drawn from the proportion of dull children in the institutional group. The second factor applies to all studies in which the factors of heredity, environment and school experience are not controlled beforehand. The dependent group is often compared to a group of children selected at random in the public schools. This affords two groups of varying hereditary influences, home environment and school experience. What proportion of the present mental retardation is due to native intelligence or any of the other factors, including institutional life itself, is not easy to determine under such conditions. This difficulty in all such studies is recognized by Doctor Cooper,⁶⁶ Margaret E. Cobb⁶⁷ and R. R. Reeder in an earlier publication.⁶⁸ With respect to institutional children Wile concludes, "there is an inadequate understanding of the actual mental status of the inmates in our institutions for orphans and half-orphans . . ."⁶⁹

Of interest in the present investigation are three major studies on nature-nurture and intelligence with respect to adopted and foster children. Briefly, these studies may be summarized as follows. Barbara Stoddard Burks' study of the relative influence of both nature and nurture upon mental development is a comparative analysis of the foster parent—foster child resemblance and the true

⁶⁵ Trotzkey, Elias L., *op. cit.*, 48 ff.

⁶⁶ Cooper, John M., *op. cit.*, 416-417.

⁶⁷ Cobb, Margaret E., *loc. cit.*, 138-140

⁶⁸ Reeder, R. R., *How Two Hundred Children Live and Learn*, ed. 4: N. Y., Lloyd Adams Noble, 1917: 119.

⁶⁹ Wile, Ira S., M.D., *loc. cit.*, 90.

parent—true child resemblance.⁷⁰ She found consistently low correlations between the intelligence of foster children and attributes measured in their foster homes. These correlations range from .09 to .29. The coefficients for these same factors in the control group range from .26 to .57.⁷¹ She posits the operation of environment alone as explanatory of the low coefficients in the first instance,⁷² and its simultaneous operation with heredity in the latter instance.⁷³ Her investigation showed home environment to contribute but 17 percent of the variance in I. Q.'s, while the total contribution of heredity was believed to be from 75 to 80 percent.⁷⁴ From this she concludes "that heredity is a force in the determination of mental ability by the side of which all other forces are 'dwarfed in comparison'."⁷⁵ The second study is that of Doctor Frank N. Freeman and his associates at the University of Chicago. They undertook an investigation of the influence of environment on the intelligence, school achievement, and conduct of foster children.⁷⁶ The experimental group in this investigation, however, was not matched with a control group. In contrast to Burks this study obtained a correlation of .48 between the intelligence of 401 foster children and the attributes of their foster home as measured in terms of foster home ratings.⁷⁷ This led the author to conclude that a child's intelligence is to a great extent affected by his environment.⁷⁸ Although this study found the average intelligence of foster chil-

⁷⁰ Burks, Barbara S., "The Relative Influence of Nature and Nurture Upon Mental Development. a Comparative Study of Foster Parent-Foster Child Resemblance and True Parent-True Child Resemblance", *27th Yrbk. Nat. Soc. Stud. Educ.*, Bloomington (Illinois), Pub. School Pub. Co., 1928: Part I, 219-236.

⁷¹ *Ibid.*, 285.

⁷² *Ibid.*, 252-282.

⁷³ *Ibid.*, 282.

⁷⁴ *Ibid.*, 308.

⁷⁵ *Ibid.*, 309.

⁷⁶ Freeman, Frank N. et al., "The Influence of Environment on the Intelligence, School Achievement, and Conduct of Foster Children", *27th Yrbk. Nat. Soc. Stud. Educ.*, Bloomington (Illinois), Pub. School Pub. Co., 1928: Part I, 103-217.

⁷⁷ *Ibid.*, 173, 211.

⁷⁸ *Ibid.*, 209-211.

dren to be about the same as that of children in general,⁷⁹ gains in intelligence quotients were noted following placement in the better foster homes.⁸⁰ This study also disclosed "a tendency for high intelligence to be associated with the length of time the foster home has exerted its influence or the percentage of the child's life spent under such influence."⁸¹ Carl R. Rogers on the basis of a study of nine children agrees with Freeman in finding a slight but significant increase in intelligence quotient subsequent to good foster home placement. This increase, however, was not found sufficient to change the general standing of the group on the mental scale.⁸² It is interesting to note that Elias L. Trotzkey in referring to Freeman's study also points to institutional environment as explanatory of gains in intelligence. The basis of his assertion is the psychometric report of Doctor Oscar B. Markey summarizing the results of tests administered to children at the Jewish Orphan Home of Cleveland in 1926 and 1928.⁸³ The contrasting results in the Burks and Freeman studies led Doctor Alice M. Leahy to undertake further investigation of nature-nurture and intelligence with two groups of children living in approximately identical environments, one of adopted children, the other of natural offspring.⁸⁴ Greater limitations on the selection of subjects for the experimental populations is evident in Leahy's study than in either of the other two. The main conclusions of her study show marked agreement with those of Burks. They are:⁸⁵

1. Variation in IQ is accounted for by variation in home environment to the extent of not more than 4 percent; 96 percent of the variation is accounted for by other factors.

⁷⁹ *Ibid.*, 155 ff., 172.

⁸⁰ *Ibid.*, 173, 210.

⁸¹ *Ibid.*, 195.

⁸² Rogers, Carl R., "A Good Foster Home: Its Achievements and Limitations", 36.

⁸³ Trotzkey, Elias L., *op. cit.*, 57-60.

⁸⁴ Leahy, Alice M., "Nature-Nurture and Intelligence", *Genetic Psychology Monographs*, Worcester, Mass., Clark U., 1935: 237-308.

⁸⁵ *Ibid.*, 304-305.

2. Measurable environment does not shift the IQ by more than 3 to 5 points above or below the value it would have had under normal environmental conditions.
3. The nature or hereditary component in intelligence causes greater variation than does environment. When nature and nurture are operative, shifts in IQ as great as 20 IQ points are observed with shifts in the cultural level of the home and neighborhood.
4. Variation in the personality traits measured in this study other than that of intelligence appears to be accounted for less by variation in heredity than by variation in environment.

THE EFFECT OF SUBSTITUTE HOME PLACEMENT ON THE DEPENDENT CHILD

From what has been said it appears evident that in spite of all the effort made today to give the dependent child those features of home life and training that he would have in his own home, certain features of his substitute home environment are apt to prove harmful to his personality. These dangers, inherent both in institutional and foster home life, were spoken of by people who, in most instances, have been in intimate contact with children in institutions and foster homes. In general they agree that placement in either environment may, in some cases, affect the personality of the child adversely. Few studies, however, exclusive of the aforementioned dealing with intelligence, have attempted to measure the effect of prolonged care in either environment on the personality of the child. Most of what has been written in social work studies has been the result of observation or experience with children in only one type of substitute home. This fact has probably resulted in greater attention being focused on the supposed effects of institutional life on the child with probably less attention being paid to the supposed effects of foster home life on the child.

In the present study the author has assumed the task of comparing a group of institutional and foster home children with a group of children in the general population. The basis of the com-

parison will be a selected number of non-intellectual traits, some of which have already been referred to as possible characteristics of dependent children.

CHAPTER II

THE STUDY PLAN

The institution and the foster home have been referred to as substitute homes for those children who have been deprived of their natural homes. For some it is a matter of a short time, for others this substitute care lasts until they come of legal age. Despite every effort to offer the features of real home life we have seen that certain influences in these substitute homes may prove harmful to the normal development of the children. Because of these observations as to the possible dangers inherent in each environment the present study was undertaken. It is an attempt to discover what effect, if any, prolonged residence in either an institution or a foster home may have had on the personality of a child. The question we propose is, "Do children who are so reared differ appreciably from children living in their own homes?"

In order to obtain an answer to the foregoing question a group of institutional boys, a group of boys in foster homes, and a group of boys living in their own homes were chosen for special study. In the course of the study which follows the three groups of boys will be described and contrasted with respect to the following non-intellectual traits: social maturity, attitude towards self and towards others, feeling of being different from other boys, feeling of superiority and of inferiority, degree of social insight, conformity to the group idea of the right, attitudes towards the family situation, religious attitudes and interests, occupational interests, and personal wishes.

CRITERIA OF SELECTION

The subjects of this study are 150 boys—50 of whom are living in institutions for dependent children, 50 in boarding foster homes, and 50 non-dependent children living in their own homes with their parents. This latter group will be referred to subsequently as the general population. In order to avoid as far as possible the chance

of ambiguity in our results, the three groups were selected on the following bases:

1. *Age*: twelve to fourteen years.
2. *Years under care*: Two years or more under care in an institution or foster home for the groups thus designated. Continuous residence with their own parents for the third group.
3. *Intelligence*: an intelligence quotient of eighty or above.
4. *School grade*: elementary school pupils.

Since age is an important factor in an individual's attitudes, interests, and social maturity it would have been desirable to have all the boys of like age. However, it was not possible to adhere to a single age level. Two considerations were of importance in the selection on the basis of age. First, it was imperative that the boys be of an age at which they could comprehend the tests to be given. The second, that the boys should have lived a fairly long time in these substitute parental homes. In the light of these considerations boys twelve to fourteen years of age were selected. All ages were calculated to the nearest whole year as of January 1, 1936, the date at which this study was begun.

The second criterion, namely, years under care, was held for this investigation in an attempt to secure a group of children whose habits, ideals, and conduct might reasonably have been influenced by the environment under which they were living. At first it was decided to include only boys who had resided in an institution or foster home for three years or more. It was not possible, however, to obtain an adequate number on this basis. Two years or more was then set as a criterion.

As previously stated, the boys in the general population were selected on the basis of continuous residence in their own homes.

Because of the probable significance of intelligence on the development of personality, the third basis of selection for all three groups was an intelligence quotient of 80 or above. This standard, it was believed, would eliminate the feeble-minded from the investi-

gation, and provide a population of sufficient intelligence to comprehend the directions given by the investigator.

The fourth criterion of admission to the experimental population was school grade. The accepted influence of school environment in the training and development of personality led to the inclusion of this criterion. Only boys classified in the elementary grades were chosen, in order to assure a population relatively homogeneous in school experience.

SOURCES OF POPULATION

With such qualifications for selection, as outlined, it was necessary to enlist the cooperation of several agencies in the field of child welfare to insure a population of 50 boys in both the institutional and foster home groups. Highland Heights (St. Francis Orphan Asylum) of New Haven, Connecticut, offered 44 boys, and St. Joseph's Home and School, Washington, D. C., six boys to complete the institutional population. Both are progressive congregate-type institutions. Highland Heights cares for approximately 425 boys and girls, St. Joseph's for 70 boys. Four agencies gave assistance in forming the foster home group—the New Haven office of the Connecticut Division of Child Welfare, 23 boys; the Children's Community Center of New Haven, Connecticut, four boys; the Child Welfare Division of the Department of Public Welfare of Washington, D. C., 22 boys; and the Catholic Charities of this latter city, one boy. Fairly complete family and personal histories, together with the school records and intelligence quotients of the boys were contained in the case records of these agencies. As intelligence quotients were lacking for 15 boys in the foster group of Washington, D. C., individual intelligence tests were given these boys by a qualified examiner. The general population group was selected from a parochial school in New Haven, Connecticut. In order to make certain that this group adhered to the standard set for the investigation, the Otis Intermediate Group Test Form A was administered by the investigator to 80 boys.

SOURCES OF DATA

The data for this study were gathered from the following sources:

1. The case records of the agencies caring for the institutional and foster home groups of boys, and the school records of the general population group.

2. Standardized Tests: the "Test for Developmental Age" of Paul H. Furfey, Ph.D. of the Catholic University of America, and "A Personal Attitudes Test for Younger Boys" by Lennig Sweet, Ph.D.

3. Interviews with the boys.

All tests and interviews were given by the author personally to insure uniformity of procedure. While it was possible to administer the standardized tests to the institutional and parochial school boys in a group, difficulty in transportation and lack of suitable testing space necessitated administering the tests to the foster home children in groups of from three to 10. All of the boys were individually interviewed by the author.

CHAPTER III

THE STUDY GROUPS

The evidence relative to the comparability of the three groups of boys will be set forth here. In addition, salient features in the family background of the children will also be presented. In some cases the information is proper only to the institutional and foster home groups, while in others it is limited to these two groups because similar information could not be obtained with respect to the general population.

I. COMPARISON OF THE STUDY SUBJECTS

AGE DISTRIBUTION

In Table 1 is presented the number of boys at each age level in the three groups. Our success in securing boys of similar age is striking. The average age of the institutional group is 12.9 years, while 12.8 years is the average age in both the foster home and general population groups.

Table 1. Age Distribution of the Three Groups

Age of Boys	Institutional Group	Foster Home Group	General Population Group
	Total 50	Total 50	Total 50
12 years . . .	20	20	20
13 years	15	20	20
14 years	15	10	10
Mean Age . . .	12 9	12 8	12 8

An examination of the foregoing table shows that the three groups have an equal number of boys at the twelve-year level. Despite an unevenness of a number at the other levels the mean age of the three groups is nearly identical, the difference being

so small that whatever the results disclosed in this study, it cannot be argued that age is a factor in the same.

YEARS UNDER CARE

As mentioned previously, the boys in the general population have all been living continuously in their own homes. In addition, the school records show that 80 per cent of these boys have been in the same school for from six to nine years. The boys in the institutions and foster homes, on the other hand, are living in homes other than their own. Some have been in these homes since early childhood. All have been under substitute parental care for two years or more. Twenty-two boys, or 44 per cent of the foster home population, in addition, had spent some time in an institution for dependent children before placement in foster homes—12 for one year, four for two years, two for three years, and four for five years. Over six months in an institution before placement in a foster home was counted as one year. These children were admitted to the foster home group because it was not possible to obtain a sufficient number of boys subscribing to the criteria of the experiment who had been in the foster homes only.

Table 2 shows the number of years the boys have been under care in institutions and foster homes.

Table 2. Years Under Care in Institutions and Foster Homes

Years Under Care	Institutional Group	Foster Home Group
	Total 50	Total 50
2 years.....	10	8
3 years.....	5	11
4 years.....	7	6
5 years.....	4	5
6 years.....	3	3
7 years.....	9	3
8 years.....	6	6
9 years.....	4	6
10 years.....	2	1
11 years.....	0	0
12 years.....	0	1
Mean years under care.....	5.4	5.2

As is apparent in Table 2 the mean number of years under care is nearly identical for both groups, 5.4 years for the institutional boys, 5.2 years for the foster home group. Further, it should be noted that 80 per cent of the institutional children have been under care for from three to 10 years, and 84 per cent of the boys in foster homes have been under care in foster homes from three to 12 years. Since this study is concerned with the effect of prolonged residence in an institution and foster home on children's attitudes and interests, the close identity of both groups in the number of years under substitute parental care is very significant.

A consideration of the average of the boys in each group and the mean years under care shows that the average age at which both the institutional and foster home children were received for care in these substitute parental homes was 7.5 years and 7.6 years, respectively. Note should be taken that we have no adequate means of measuring the effect of that environment experienced previous to their present substitute homes. What transpired there and its influence in the formation of habits and attitudes is unknown. An exact knowledge of their previous homes was not available to the investigator. Certain facts relative to occupation and marital status constitute for the most part the known information about the children's parents. Nevertheless these two groups of boys have been living under a specialized type of care for the same length of time.

NUMBER OF FOSTER HOME PLACEMENTS

While the institutional children have had a stability of residence in the institution over the period of years under care, the same is not true of the foster home boys, many of whom have been in more than one foster home while under care. One boy has been in 12 different homes in seven years. For the group as a whole, however, there has been a considerable degree of stability in residence. Nineteen (38 per cent) of them are in their original foster homes, 12 (24 per cent) have been in but two foster homes. The average number of foster homes for the 12-year-old boys is 1.8, with 3.5 and 2.2 the average for those 13 and 14 years,

respectively. The average for the whole group is 2.5 foster homes per child. Two boys are so well adjusted in their foster homes that they have adopted the family name of their foster parents and even consider their foster mother their real mother. An analysis relative to residence while under care is shown in Table 3.

Table 3. The Number of Foster Homes in Which the Boys Have Lived and the Number of Years They Have Been Under Care.

Number of Foster Homes	Years Under Care											
	2	3	4	5	6	7	8	9	10	11	12	
1.....	4	7	....	1	2	1	2	2	....	....	....
2.....	1	3	3	1	....	....	1	2	1	....	....
3.....	2	....	2	3	....	....	....	....	....	....	....
4.....	1	1	1	....	1	....	2	....	....	....	....
5.....	....	....	....	....	....	....	1	....	....	....	1
6.....	....	....	....	....	....	1	....	2	....	....	....
12.....	....	....	....	....	....	1	....	....	....	....	....

Mean Number of Foster Homes—2.5

Mean Years Under Care—5.2

INTELLIGENCE QUOTIENT

A description and analysis of our third criterion, namely, intelligence quotient, is presented in Table 4. While it would have been desirable to have had a single test administered to each group, this was not possible. The investigator made use of existing test results and administered tests to some foster home and all the general population boys.

The intelligence quotients of the institutional group have been gathered from individual intelligence tests and from group tests administered at the institution. Twenty-five or 50 per cent of these children, had received individual tests (Stanford Revision of the Binét-Simon Test), and 25 had been tested on the following group tests: three, the National, 12, the Otis Group, and 10,

the Terman Group Test. All of the foster home boys have had individual tests (Stanford Revision of the Binet-Simon Test), 35 having been tested previous to this study and 15 at the time of the study. The Otis Intermediate Form A Group Test was given to 80 boys in the general population before a selection of this experimental group was made. As there were but 10 fourteen-year-old boys in the group, they were held for the study. The remaining members of this population were chosen on the basis of intelligence quotient approximation to the other two groups and the amount of available information obtained from the school records and from the boys themselves relative to their family background. This was done in an effort to control the factor of intelligence and thus insure a greater likeness between the general population and each of the other groups.

Since all the intelligence quotients in the group tests have been computed on the basis of Binet-Simon Mental Age, all intelligence quotients are presented together in Table 4.

Table 4. Intelligence Quotient Distribution of the Three Groups

Intelligence Quotient	Institutional Group	Foster Home Group	General Population Group
	Total 50	Total 50	Total 50
80-84	3	9	0
85-89	9	9	2
90-94	15	10	8
95-99	8	4	7
100-104	6	9	6
105-109	4	4	8
110-114	2	3	5
115-119	1	1	7
120-124	2	0	7
125-129	0	1	0
Mean	96.70	95.60	106.30
SD	9.56	10.58	10.75
SE	1.35	1.50	1.52

A study of this Table shows that the mean intelligence quotients are 96.70 (SD9.56) for the institution, 95.60 (SD10.58) for the foster home, and 106.30 (SD10.75) for the general population group. The standard errors for these means are 1.35, 1.50, and 1.52, respectively.

This table further shows that, according to the accepted grouping system of intelligence quotients, the highest percentage of boys in all three populations are in the average group (90-110), 66 per cent of the institutional, 54 per cent of the foster home, and 58 per cent of the general population boys being in that group. Twelve children (24 per cent) in institutions, 13 (26 per cent) in foster homes, and but two (4 per cent) in the general population are in the border line group (75-90). Despite the effort to secure equally matched groups in reference to the factor of intelligence, the general population offers the greatest number of bright and superior boys (110-140)—seven (14 per cent). The institutional and foster home populations have only two boys and one boy, respectively, in this classification. The highest individual intelligence quotient, however, was obtained by a 12-year-old foster home boy with a score of 128.

The significance of the difference between the institutional and foster home groups mean intelligence quotients and the mean intelligence quotient of the general population is revealed by the critical ratio, $\frac{D}{\sigma D}$, between the scores. Between the institutional and general population mean scores the critical ratio is 4.72; between the foster home and general population mean scores it is 5.01. Since a critical ratio of 3 or above is usually indicative of reliability in differences, these observed differences in mean intelligence quotients may be considered reliable.¹ The difference (1.10) between the mean scores of the institutional and foster home groups is, however, a chance difference, its critical ratio being but .055. Hence the chances in 1,000 that it is a true difference greater than zero are only approximately 709.²

¹ Kelley, Truman L., "Kelley-Wood Table of the Normal Probability Integral", *Statistical Method*, N. Y., Macmillan, 1924: Appendix C, 385.

² *Ibid*, 378.

GRADE IN SCHOOL

Our final criterion—grade in school—is presented in Table 5. Here it is evident that there is considerable difference between the three groups.

Table 5. Grade in School Distribution of the Three Groups

	Institutional Group	Foster Home Group	General Population Group
Grade in School	Total 50	Total 50	Total 50
3.....	0	2	0
4.....	0	4	0
4-5 (Opportunity Room)	12	0	0
5.....	10	19	0
6.....	9	16	7
7.....	11	6	20
8.....	8	3	23
Median Grade.....	6	6	7

As may be seen in Table 5 the median grade in the institutional and foster home groups is grade 6; in the general population it is grade 7. An analysis of the table shows the greatest concentration of the institutional children to be in grades 4-5 and 5; of the foster home boys it is grades 5 and 6; and of the general population it is grades 7 and 8. The superiority of the general population group in grade placement is evident.

When grade in school is considered in relationship to age considerable retardation in both the institutional and foster home groups is apparent, as shown in Table 6.

Table 6. Age-Grade in School Distribution*
(Children above lines are retarded in School)

Grade	Age....	Institutional Group			Foster Home Group			General Population Group		
		12	13	14	12	13	14	12	13	14
	Total..	20	15	15	20	20	10	20	20	10
3.....		0	0	0	2	0	0	0	0	0
4.....		0	0	0	4	0	0	0	0	0
4-5 (Opportunity Room).....		11	1	0	0	0	0	0	0	0
5.....		4	4	2	8	8	3	0	0	0
6.....		2	5	2	6	9	1	3	4	0
7.....		3	3	5	0	2	4	15	3	2
8.....		0	2	6	0	1	2	2	13	8

The highest percentage of retardation, as evident in Table 6, exists in the foster home group. Thirty-nine or 78 per cent of its members are retarded one to three years in school. Only 11 are at grade for age. Thirty-four or 68 per cent of the institutional boys are retarded in school one year or more. Sixteen are at grade for age. It is to be noted that the largest percentage of the foster home group (42 per cent) are retarded one year. The institutional group, on the other hand, shows greater percentage of retardation in those retarded two years in school. The general population group, however, shows but 12 per cent retardation; 84 per cent are at the grade for their age, and 4 per cent or two boys are advanced two years for their age. The other two groups (institutional and foster home) show no children advanced beyond age expectation in school grade.

*The accepted standard in American Elementary Schools with respect to age-grade in school expectation, being age six or seven in the first grade, seven or eight in the second, eight or nine in the third, nine or 10 in the fourth, 10 or 11 in the fifth, 11 or 12 in the sixth, 12 or 13 in the seventh, and 13 or 14 in the eighth grade

A further consideration of the foregoing data shows the greatest percentage of retardation in the institutional group to be among the 12-year-old boys, while in the foster home group it exists in those at the 13-year-old level.

RELIGION

All boys in the institutional and general populations are Catholics. The foster home group, on the other hand, is composed of 16 Catholic and 34 Protestant boys. It would no doubt have been better to have the groups homogeneous with respect to religion since it is reasonable to suppose that certain of the traits under consideration might be decidedly influenced by religion. However, it was not possible to obtain a sufficient number of Catholic boys in foster homes who subscribed to the criteria of the experiment.

NATIONALITY

The three groups are relatively homogeneous with respect to nationality. With the exception of one boy, all are native born. This boy in an institution, was born in Poland. Table 7 presents the nationality distribution of each group.

Table 7. Nationality of the Boys

Nationality	Institutional Group		Foster Home Group		General Population Group	
	Total 50	Per-cent 100	Total 50	Per-cent 100	Total 50	Per-cent 100
Native Born of Native Parentage	15	30	34	68	30	60
Native Born of Mixed Parentage	8	16	1	2	9	18
Native Born of Foreign Parentage	23	46	7	14	11	22
Other Native Born	3	6	8	16		
Foreign Born of Foreign Parentage.	1	2				.....

An inspection of Table 7 shows the greatest percentage of boys in the foster home and general population groups are native born of native parentage while the highest percentage in the institutional group are native born of foreign parentage. Of the three groups, 68 per cent of the foster home, 60 per cent of the general population, and 30 per cent of the institutional boys are native born of native parentage. The largest percentage in the institutional group, 46 per cent, are native born of foreign parentage, a percentage over twice as great as that in the general population and over three times as great as that in the foster home group. It should be noted that the institutional and the general population groups are closely matched in the number of native-born children of mixed parentage. The foster home group, on the other hand, has but one child similarly classed.

The "Other Native Born" refers to native born illegitimate children, the birthplace of one or both parents being unknown. In this classification are three institutional and eight foster home children.

The large percentage of native born children of foreign parentage in both the institutional and general populations is not surprising in the light of the large native white of foreign parentage population in the areas from which these boys come. The boys in the first group are all from Highland Heights (St. Francis Orphan Asylum), New Haven, Connecticut, a child caring institution for boys and girls from the entire State. According to the U. S. Bureau of Census Report of 1930, the native white of foreign parentage group formed 31.1 per cent of the total population of the State of Connecticut.³ Forty-six per cent of our institutional children are similarly classified. The general population boys are from New Haven, Connecticut. In 1930 the native white of foreign parentage group in this city was 48.9 per cent of the total population, a percentage double that of our group.⁴ The principal nations from which these parents come may be

³ *Fifteenth Census of the United States*, Washington, U. S. Government Printing Office, 1932, III Part 1, 343.

⁴ *Ibid.*, 357. (Native white population 117,163; native white of foreign parentage 57,269.)

listed in order of frequency as follows: Italy, Ireland, Poland, Austria and Lithuania. A few are from Canada.

SUMMARY

The following summary is presented in order that the relative homogeneity of the three groups of our experimental population may be entirely clear.

All three groups are practically identical for mean age: 12.9 years for the institutional boys and 12.8 years for the other two groups.

The institutional and foster home population are nearly identical in the mean number of years the boys have been in substitute parental homes: 5.4 years and 5.2 years, respectively. Taking the mean number of years under care and the mean age for these groups, the average age at which these boys were taken in these substitute homes is nearly identical, 7.5 years and 7.6 years. The institutional boys have enjoyed a stability of residence throughout this period and the foster home boys have enjoyed only a relatively constant environment, 2.5 foster homes being the average for the group, 22 of whom have spent from one to five years in institutions for dependent children previous to their foster home placement. The boys in the general population have all been living continuously in their own homes. In addition, 80 percent of these boys have been attending the same school for from six to nine years.

The median grade in school for the institutional and foster home groups is grade 6; grade 7 is the median for the general population. Considerable retardation, however, is evident in the institutional (68 percent) and foster home groups (78 percent). But six members of the general population are retarded.

With the exception of 34 boys in the foster home population all children are of the Catholic faith. These 34 boys are Protestants.

All boys, save one, are native born. The highest percentage of boys in the foster home (68 per cent) and general population (60 per cent) groups are native born of native parentage. In

the institutional group, on the other hand, the highest percentage are native born of foreign parentage (46 per cent).

In conclusion, it is to be noted that in intelligence, the three groups are not homogeneous. Critical ratios of 4.72 and 5.01 show that the differences (9.60 and 10.70) between the mean intelligence quotients of the institutional and foster home groups on the one hand and that of the general population on the other are reliable differences. The institutional and foster home groups, however, are almost identical in intelligence, the critical ratio of their mean difference being only 0.55.

In respect to personal history the groups are, in general, relatively homogeneous. In the data which are to follow on the family background of the boys, considerable divergency is evident between the institutional and foster home groups on the one hand and the general population group on the other hand.

II. FAMILY BACKGROUND OF THE STUDY SUBJECTS

The importance of inheritance and environment in the formation and development of habits and traits is accepted not only in the field of education but also in mental hygiene. A child acquires more than a physical body from his parents. From infancy and throughout early childhood his parents and his home are most powerful influences in the formation and development of his character and personality. As shown earlier in this chapter the average age at which the children in this study entered either an institution or foster home was about 7.5 years, an age at which the child is still dependent on the protective and educative influence of his parents. The quality as well as the objective features of the environment during these early years is unknown. Only a limited number of facts was available to the investigator. To posit any theories of direct influence on children's traits would be to go beyond our data. The data on family background available to the investigator are as follows: marital status of parents, influences in the families of the institutional and foster home children which are considered by welfare workers

as destructive of normal family life, parental occupation, formal schooling of parents, size of families and the order of siblings studied.

MARITAL STATUS OF PARENTS

It is reasonable to assume that the marital status of parents is an indication of that solidarity necessary to normal family life and the natural development of a child's personality. The marital status of parents considered either alone or with other influences which are inimicable to normal family life often indicates the reason for the dependency of children. Table 8 presents the marital status of the parents of the boys in each group.

Table 8. Marital Status of the Parents of the Study Subjects

Marital Status	Institutional Group		Foster Home Group		General Population Group	
	Total 50	Per-cent 100	Total 50	Per-cent 100	Total 50	Per-cent 100
Married and Living Together.....	11	22	8	16	49	98
Married but Separated because of Illness	1	2	1	2	.....	.....
Separated.	1	2	7	14	..	..
Divorced.	2	4	4	8	.....	.....
Deserted Father.	4	8	6	12	.....	.....
Deserted Mother.....	2	4	2	4	.....	.....
Dead Father	9	18	7	14	1	2
Dead Mother.	15	30	6	12	.....	.....
Both Parents Dead	2	4	4	8	.....	.....
Unmarried	3	6	5	10	.....	.....

As shown in Table 8, ninety-eight per cent of the parents of the boys in the general population are married and living to-

gether. But 22 per cent and 16 per cent of the parents of boys in the institutional and foster home population, respectively, are thus classified. In addition, the parents of one child in both these groups are married but separated because of illness, the father of an institutional child being in a Soldier's Home (psychoneurotic of the neurosthenic type), and a mother of a foster home boy being in a mental hospital. It is to be noted further that in the case of both the institutional and foster home children only a small percentage are full orphans—two boys in the former and four in the latter group; nearly half the boys in the institutions, and a fourth of those in the foster homes, however, are half orphans. But one child in the general population is a half orphan. In the families of six institutional and eight foster home children there has been desertion of one parent. Divorce and separation of parents disrupted the family life of three boys in the former group and eleven in the latter. What is more, the parents of three institutional and five foster home children are unmarried.

In pursuing the marital status further, the case records of the various agencies reveal that in the institutional group, the fathers of four boys and the mothers of four more remarried following a divorce, desertion, or death. Six fathers and two mothers, and in one case both the father and the mother of the boys studied, had been married previously to the marriage of which these boys are the offspring. With the foster home group four fathers and two mothers contracted new marriages following the breakdown in their family life. Both the father and the mother of one boy in this group remarried following a divorce. Four fathers and five mothers had been previously married, and in the case of one child, both his father and mother had been previously married. It is interesting to note with respect to this latter group that the father of one boy had contracted two, and another three marriages before marriage to the mothers of the boys here studied.

INFLUENCES CONSIDERED DESTRUCTIVE OF NORMAL FAMILY LIFE

While death, desertion, separation and divorce may have been contributing factors in the family disintegration of the institutional

and foster home boys, still other influences in all probability have had a harmful effect on the family life of these boys. The influences which welfare workers consider destructive of normal family life, and which are referred to in the case records on these families, are: intemperance, immorality, and lawlessness. Mental disease or other prolonged illnesses are also reported in some families. Similar information could not be obtained for the general population. Although absence of information does not permit a declaration of the non-existence of these disintegrating factors the recognition of forces of integration from within or from without the family circle, preserving its unity, seems evident if they do exist.

According to the case records intemperance, immorality (known and suspected) and lawlessness on the part of one or both parents exists in the families of 38 institutional and 40 foster home boys. Mental disease and other prolonged illnesses are reported in an additional six institutional and seven foster home children's families. Since the combined destructive influences cover 88 percent of the institutional and 94 percent of the foster home boys' families, use cannot be made of the same in respect to the probable influence they might have on the social maturity, attitudes, and interests of the children. This seems evident, for the destructive influences are practically coextensive with the groups themselves. They are presented here, however, in order that, taken together with the parents' marital status, the reasons for the dependency of these boys may appear clear.

In Table 9 the extent of destructive influences in the families of the boys in both the institutional and foster home groups is shown.

Table 9. Influence in the Families of the Dependent Children Which are Considered Destructive of Normal Family Life

Influences	Institutional Group		Foster Home Group	
	Father	Mother	Father	Mother
	Total Recorded 56	Total Recorded 60	Total Recorded 64	Total Recorded 54
Intemperance.....	23	7	21	2
Immorality.....	16	20	16	25
Suspected of Immorality...	1	8	1	3
Police Records.....	13	10	13	4
Mental Illness.....	1	6	4	9
Suspected of Mental Illness..	0	4	1	3
Other Illness or Affliction...	2	5	8	8

As shown in Table '9, intemperance, immorality, and lawlessness form the major recorded destructive influences in the lives of a large percentage of the parents of the boys in both groups, while mental and other illnesses or afflictions exist or existed in a smaller degree in both groups. Intemperance predominated among the fathers of the boys and immorality among the mothers. In many cases intemperance, immorality and lawlessness exist in the same family. It should be noted that in the case of 23 fathers of the institutional and 21 fathers of foster home children intemperance was in evidence. Seven mothers of the institutional and two mothers of the foster home boys were also similarly classed. The case records show intemperance on the part of both mother and father to exist in six cases in the former and in one case in the latter group.

Immorality in the private lives of the boys' parents was also a major consideration. In the institutional group 16 fathers and 20 mothers were thus described in the case records, while another father and eight mothers were suspected of the same. One father boasted that he was the father of 12 illegitimate children

while married. Exclusive of the putative fathers and known mothers of the illegitimate children included in this group, nine fathers and mothers were both referred to as immoral. In the foster home group we have but two instances in which both the father and the mother of the children were referred to as immoral with an additional instance in which both were suspected of immorality. In this same group 16 fathers and 25 mothers were classified as immoral, and one father and three mothers were suspected the same.

Thirteen fathers and 10 mothers of the institutional children have police records. In three cases both parents have police records. With respect to the fathers the number of counts upon which they have acquired this police record ranges from one to 25 on offenses such as violation of the liquor laws, sex abuses to their own children and stepchildren, non-support, breach of the peace, breaking and entering. One was a gangster and six served jail sentences. The mothers have appeared before the courts on charges of intemperance and immorality, the number of counts ranging from one to two, to "many." Four of these mothers served sentences at the State Farm for Women or in jail. The foster home group of parents also have a similar record with the police. Thirteen fathers and four mothers have had police records. The number of counts on which the fathers have been arraigned are from one to 24 on offenses such as drunkenness, breach of the peace, non-support, indecent exposure, sex perversion, illegal possession and assault, assault and battery, and carrying concealed weapons. Six of these fathers served jail sentences. The offenses of the mothers, on single counts, are the same as in the preceding group—intemperance and immorality. Two mothers served a term at the State Farm for Women.

One father and six mothers of the institutional boys are reported as mentally ill, while four mothers, in addition, are suspected of being feeble-minded. Three of the ten mothers are definitely feeble-minded, and another, in addition, has St. Vitus dance. Three fathers of institutional children had previously been in mental institutions. In one case both the father and mother had

been in a mental institution. With the parents of the foster home children we have four fathers and nine mothers classified as mentally ill. One father is now in a mental institution, and another was in a similar institution before his death. Four mothers are in mental institutions, and one has been in an institution on two occasions, three others are feeble-minded, and one is considered a "moral imbecile." In addition three mothers are suspected of being feeble-minded. What is more there are three cases in which both father and mother are mentally ill; one case in which both parents are still in a mental institution, and one in which both parents have spent some time in a similar institution.

Table 9 also records other illnesses or afflictions in the boys' families. One intemperate or alcoholic father of an institutional boy has Jacksonian Epilepsy, a second is deaf, and the third died of tuberculosis. The latter had also been in two mental hospitals. Of the five mothers of institutional children in this classification, three died of tuberculosis, another is ill from severe burns received some years ago, and still another, as mentioned previously, has St. Vitus dance. Among the foster home boys we have one case in which a feeble-minded father and mother are syphilitic. The mother, in addition, has a serious heart condition. One father suffers from traumatic epilepsy. In one case the father has a cardiac condition which prevents regular employment at his trade, and the mother is "ill." Two fathers died of a heart condition and two others of tuberculosis. The mother of one boy has inflammatory rheumatism, another tuberculosis, while the feeble-minded mother (considered a "moral imbecile") of a third boy is syphilitic. One mother died of a heart ailment and another of cancer.

OCCUPATIONS OF FATHERS

Social investigators usually consider occupation of the father an indication of the socio-economic condition of the home. How much it effects the outlook on life of the various members of the household is unknown. It is of interest, however, since it is unquestionably a most significant general index of income and cultural status of the American home. The case records reveal

the occupation of fathers of but 35 boys in the institutional and 36 boys in the foster home group. The occupation of the fathers of all the general population children was available to the investigator. The known occupations of the fathers of boys in all three groups, classified according to the Minnesota Scale of Occupational Classification³ is shown in Table 10.

Table 10. Occupational Classification of the Boys' Fathers

Occupational Classification Group	Institutional Group		Foster Home Group		General Population Group	
	Total 35	Percent 100	Total 36	Percent 100	Total 50	Percent 100
I. Professional.....	0	0.0	0	0.0	0	0.0
II. Semi-professional and managerial ..	1	2.8	0	0.0	1	2.0
III. Clerical, skilled trades, and retail business.....	8	22.9	8	22.2	13	26.0
IV. Farmers.....	1	2.8	0	0.0	0	0.0
V. Semi-skilled occupa- tions, minor cler- ical positions and minor business....	13	37.2	16	44.5	29	58.0
VI. Slightly skilled trades and other occupa- tions requiring little training or ability.	1	2.8	4	11.1	5	10.0
VII. Day laborers of all classes.....	11	31.5	8	22.2	2	4.0

As seen in Table 10 the greatest concentration in all three groups is in the Group V, i.e., semi-skilled occupations. Over half the fathers of boys in the general population, nearly half the fathers

³ Goodenough, F. L., and Anderson, J. E., *Experimental Child Study*, (The Century Psychology Series) N. Y., Century, 1931: 237, Appendix A, 501 ff.

of the foster home children and approximately one-third of the institutional boys' fathers are thus classified. It is to be noted further that the fathers of the children in the three groups are fairly evenly matched in Group III, i.e. clerical work, skilled trades and retail business, the percentages being 22.9, 22.2, and 26.0, respectively. In the day laborer classification we have 11 fathers of institutional boys, and eight fathers of foster home children. Only two of the fathers in the third group are thus employed. In addition, five of this last group of fathers, four fathers of foster home children, and one institutional child's father are employed at slightly skilled trades and other occupations requiring little training or ability. In this respect fathers of the foster home and general population boys are closely identified. One institutional child's father is a farmer. Another institutional child's father, and the father of a boy in the general population group are found in the semi-professional and managerial occupations.

The mothers of the institutional and general population boys are not—or were not, as the case may be—with few exceptions, employed outside of their own homes. There are but four mothers of institutional boys, and six mothers of boys in the general population who are employed away from home. The employment of the mothers in the former group is factory work, maid in a hospital, secretary, work in a wholesale house. The occupation of the mothers in the general population outside their own homes, on the other hand, consists of housework, factory work, clerk in a department store, bookkeeper, owner and operator of a store, and janitress. In the case of the mothers of foster home children, the mothers in the general population outside their own homes. Their employment is recorded as housework, domestic service, day work, factory work, practical nursing, charwoman, stenographer and waitress.

FORMAL SCHOOLING OF PARENTS

While the grade attainment in school by the parents of a child is not an indication of their actual education, it is an indication of the amount of their formal education. The case records on

the institutional and foster home groups offered little or no information on this subject. The children in the third group supplied the information with respect to their parents, but here, too, complete information was lacking. In the light of such limited information, it does not seem possible to make use of it with respect to the possible influence of the formal schooling of parents on the social maturity, attitudes, and interests of the boys. The known information, however, is presented in Table 11 in an effort to give a full picture of the family background of the boys.

Table 11. Grade Completed in School by Parents of the Study Subjects

Grade Completed in School	Institutional Group		Foster Home Group		General Popula- tion Group	
	Father	Mother	Father	Mother	Father	Mother
	Total 11	Total 10	Total 22	Total 21	Total 30	Total 31
Little or No Schooling.	5	3	7	1	0	0
Completed Grade 2...	0	0	1	0	0	0
Completed Grade 3...	0	0	0	1	0	0
Completed Grade 4 ..	0	0	0	2	0	0
Completed Grade 5 ..	1	0	3	3	0	0
Completed Grade 6...	0	2	1	4	1	0
Completed Grade 7...	0	2	4	3	2	4
Completed Grade 8..	4	0	4	6	22	22
Completed Grade 9..	0	0	0	0	1	0
Completed Grade 12	1	2	1	1	4	4
Grade 12 plus Busi- ness Course	0	1	0	0	0	0
Completed Grade 13.	0	0	1	0	0	0
Completed Normal School..	0	0	0	0	0	1

For the institutional group there is no mention of school record in the case of 39 fathers, 24 of whom are foreign born, and 40 mothers, 22 of whom are foreign born. In other words there is no school record for 78 per cent of the fathers and 80 per cent

of the mothers in this group. The same is true of 56 per cent of the fathers in the foster home group, i.e. 28 fathers, six of whom are foreign born, and 58 per cent of the mothers, i.e. 29 mothers, six of whom are foreign born. No school record could be obtained for 20 fathers (40 per cent), in the third group, 15 of whom are foreign born, and 19 mothers (38 per cent), 16 of whom are foreign born.

In the institutional group, (Table 11) the case records reveal that five fathers, and three mothers had little or no education. One father completed the fifth grade, four completed the eighth grade, one completed grade 12. Two mothers completed grades 6, 7, and 12, respectively, while another had a business course in addition to the twelfth-grade course.

Much the same picture is presented in the foster home group. Seven fathers and one mother had little or no education. Fifteen fathers are listed as having completed grades 2 to 13, the greatest number completing grades 7 and 8. Twenty mothers are listed as having completed grades 3 to 12, the greatest numbers finishing the eighth grade. In this group it seems the educational background of the mothers surpasses the fathers to some extent.

With the general population 30 fathers completed grades 6 to 12, the greatest single number—22—having completed grade 8. Thirty mothers in this group completed grades 7 to 12, with 22 having completed grade 8. One mother completed normal school. In this as well as in the foster home group there is a slight advantage for the mothers in actual school accomplishment.

SIZE OF FAMILIES AND SIBSHIP

The effect of the size of a family and of sibship position in the family on a child's personality and traits cannot be definitely stated. Whatever the results disclosed in this study, they must be considered applicable only to this population and not in general to the size of families or order of sibship.

The case records of the agencies caring for the children in the institutions and foster homes furnished this information for their respective groups; the school records and the boys

themselves offered similar information for the general population. Table 12 presents the size of the families of each group.

Table 12. Size of Families of the Study Subjects

Number of Children in Families	Institutional Group	Foster Home Group	General Popu- lation Group
	Total 50	Total 50	Total 50
1.....	3	4	3
2.....	3	6	12
3.....	9	9	13
4.....	12	10	13
5.....	8	6	3
6.....	2	4	2
7.....	5	6	2
8.....	5	3	0
9.....	2	0	2
10.....	1	0	0
11.....	0	1	0
12.....	0	0	0
13.....	0	1	0
Mean Size.....	4.8	4.5	3.5

Table 12 shows that the average number of children per family in the institutional group is 4.8 children; in the foster home group it is 4.5 children; in the general population it is 3.5 children. The number of children in the families of the institutional group range from one to 10 with the largest number—12—concentrated at the level of four children in the family. In the foster home group the largest number—10—is again concentrated at the level of four. Here the families range in size from one to 13 children. The concentration is almost identical in the families of two, three, and four children in the general population group. Thirty-eight members of this group are thus classified in Table 12. The size of the families in the general population group ranges from one to nine children.

The order of siblings, or the position of the child in his family with respect to his age, is presented in Table 13.

Table 13. Sibship Position of the Boys in Their Families

Subship Position	Institutional Group		Foster Home Group		General Population Group	
	Total 50	Percent 100	Total 50	Percent 100	Total 50	Percent 100
Only Child.....	3	6	4	8	3	6
Oldest Child.....	2	4	5	10	17	34
Youngest Child.....	13	26	16	32	9	18
Middle Child.....	32	64	25	50	21	42

A close identity in sibship is apparent between institutional and foster home groups as compared with the general population in Table 13. In all three groups the greatest single percentage is in the "Middle Child" which includes all the boys not touched by other classifications. Here, however, there is a closer proximity of the foster home group (50 percent) to the general population (42 percent) than to the institutional group (64 percent). "Only Child" is practically even matched in the three groups. In "Oldest Child" and "Youngest Child" the institutional and foster home groups are more closely related to one another than to the general population.

The institutional boys range from the first to the ninth child with the greatest concentration in the order first to third child (60 percent). The same is true of the foster home group, 60 percent of the population being in the same order and in the same distribution. Among the general population group, however, in a distribution of from the first to the seventh child, 62 percent are in the order of first and second child.

SUMMARY

It has been seen that considerable difference exists in the family background of the three groups of boys. This is not surprising since

social and other forces have disrupted the normal family life of the institutional and foster home children, necessitating their placement in these substitute parental homes. The families of the children in the general population, on the other hand, have been preserved intact and the children assured of a normal family life. This fact alone distinguishes the latter from the former groups of boys. The following summary of the children's family background is presented, however, in order that existent differences may be more apparent.

The parents of the general population boys are married and living together, with one exception, in which case, the father is dead. Only 11 institutional and eight foster home children's parents are similarly classified. The parents of one child in each group are separated through illness, while the parents of three institutional and five foster home children are unmarried. The largest number of the boys are half or full orphans—26 in the institutional, and 27 in the foster home population. Desertion, separation, and divorce affected the married life of the parents of nine institutional and 19 foster home children.

Intemperance, immorality and lawlessness appear as major destructive influences in the lives of a large percentage of the parents of the institutional and foster home children. Mental and other illnesses appear in a lesser degree. That similar influences do not exist in the families of the boys in the general population cannot be said. If such influences do exist, the families have been preserved intact in spite of the same.

What is more, the fathers of the general population children are employed in more gainful occupations than the fathers of the institutional and foster home children. Information relative to fathers' occupations was limited to 35 in the institutional and 36 in the foster home populations. When grouped on the Minnesota Scale of Occupational Classification, the highest percentage of fathers of the institutional (37.2 percent), foster home (44.5 percent), and general population (58.0 percent) children appears in the semi-skilled occupations, minor clerical positions, and minor business classification (Group V). The second largest percentage appears in the clerical, skilled trades, and retail business classification

(Group III)—22.9, 22.2, and 26.0 percents, respectively. A large number of the fathers of the institutional and foster home children are day laborers (Group VII).

In regard to the known formal schooling of the parents, a decided superiority is noted in the general population group over the other two groups. The largest number of parents in this group completed the eighth grade, while one mother completed normal school. There is no school record on approximately 80 percent of the parents of the institutional, 58 percent of the parents of the foster home, and 40 percent of the parents of the general population boys.

Further, the mean size of the families of the institutional and foster home boys is nearly identical—4.8 and 4.5 children per family. The families of the general population boys, however, have on the average, one child less per family, 3.5 children being the mean size of these families.

The order of siblings or the position of the child in his family with respect to age, shows that in each group, the largest percentage of boys is in the "Middle Child" position. A close identity exists between the institutional and foster home groups, as compared with the general population group, in the other classifications, "Only Child," "Oldest Child," "Youngest Child."

CHAPTER IV

SOCIAL MATURITY

As a child advances from childhood through puberty and adolescence into adulthood a corresponding progressive transformation is observed in his interests, his attitudes and his whole personality. At 10 years of age he no longer thinks and acts as he did at five; at 14 years of age he no longer thinks and acts as he did at 10. This is but natural when we consider that with his growth in age there is also a growth in intelligence and in the other factors of his personality. As he advances from year to year a certain maturity is evident in his interests, his attitudes, and his whole general behavior which cannot be accounted for on purely intellectual grounds. This we refer to as his social maturity.

It is with this maturity that we begin our inquiry into the possible effect of institutional and foster home placement on the personality of the child. Are children so reared as mature socially as children living in their own homes? The general impression gathered from the authors quoted in Chapter I is that the institutional children, at least, are not. In the present chapter, then, both the institutional and the foster home boys will be compared to the boys living in their own homes with respect to social maturity.

The effect of different degrees of mental ability on the conduct of a growing child can be measured with considerable accuracy by means of the intelligence test. The changing volitional life of the child as evidenced in his interests, his attitudes, and his general behavior, however, has not been subject to the same quantitative analysis. Because of this fact we were for a long time without sufficiently accurate and adequate means of evaluating social maturity. However, Paul Hanly Furfey, Ph.D., Associate Professor of Sociology, Catholic University of America, through the publication of his *Test for Developmental Age* in June 1931 has introduced quantitative methods in this field of research, which hitherto had been on a purely descriptive level. This test, then, will serve as the

basis of our investigation into the social maturity of our dependent and non-dependent groups of children.

THE TEST FOR DEVELOPMENTAL AGE

The term, "developmental age," introduced by Doctor Furfey, is defined as "the progressively increasing and non-intellectual maturity of general behavior which shows itself in the growing child's play preferences, in his fantasy life, in his choice of books and movies, in his ambitions, and in general, in his whole behavior."¹ In this definition he makes no presuppositions as to the ultimate causes of this species of maturity which, as he says, may be due to social customs or to some other factor intrinsic to the child himself, or to some combination of intrinsic and extrinsic causes. He presupposes, nevertheless, that developmental age is not the same as mental age. The term denotes a type of maturity which is other than intellectual, a maturity which is more frequently referred to as social maturity.

As developmental age is presumably characterized by different qualities in both sexes, Doctor Furfey has limited his test to boys eight to 18 years of age. In preparing this Test for Developmental Age, he first used a graphic rating scale.² Seventy-five boys with a mean chronological age of 169.50 (SD. 15.54) months were rated by two judges on the trait "developmental age" which had been split up into eighteen subtraits which seemed closely related to it in a preliminary study of 35 boys. The ratings of one judge were pooled together and then correlated with the pooled ratings of the other, and the resulting coefficient was .888. The predicted reliability of the ratings for each judge by the Spearman-Brown formula was .945 and .936 respectively, or .940 for both.

This scale was then modified, enlarged and introduced as a pencil-and-paper test (Form B-1). It consisted of four tests, two dealing with play preferences, one with reading preferences and

¹Furfey, P. H., "A Revised Scale for Measuring Developmental Age in Boys", *Child Development*, II, (1931): 102.

²Furfey, P. H., "An Improved Rating Scale Technique", *Jour. Ed. Psych.*, 17; (1926): 45-48. "A Scale for Measuring Developmental Age", *Mental Hygiene*, 14, (1930): 129-136.

one with attitudes. This preliminary scale was then given to 450 boys in Washington, D. C., in May, 1925. The low reliability of this scale by the Spearman-Brown formula and the method of split halves (.76) which was calculated on a special group of 60 boys (with a mean chronological age of 161.77—SD 17.27 months), together with the impractical scoring system which was evolved, necessitated further revision.

The revised scale was considerably lengthened and greater care used in the selection of items. As a means of improving the scoring, a method was devised which became known as "the method of paired comparisons." A number of paired alternatives were presented to the child and he was instructed to choose one alternative in each pair. In each pair, according to Doctor Furfey, one item showed increasing popularity with age, and the other decreasing popularity. If the child preferred the first item he was to put the figure "1" in the parenthesis. If he preferred the second item he was to write the figure "2" in the parenthesis. Finally, 224 pairs of items were selected. The test was then given to 982 grammar and high school boys in the cities of Cleveland, Detroit, and Washington, D. C. Following the tabulation of results 28 pairs of items were dropped as unsatisfactory leaving 196 pairs of items in the final test. Twenty-nine papers had to be discarded as incomplete leaving 953 papers in all. The final test was then published in June 1931.³

The mean reliability of the test, computed on the basis of the whole group, is .91. The reliabilities do not fall below .85 at any age. For the 12, 13, and 14-year-old boys—the age levels of our experimental populations—the reliabilities are higher than the mean, .92, .94, and .93 respectively. Its validity, however, is not so easy to estimate as there is no ready criterion of developmental age. The author himself feels that it would be difficult to construct a criterion more valid than the test itself. In this respect he says, "Chronological age would be a rough criterion. It yielded a coefficient of .82 when correlated with test results over the entire range from age eight to age 18. This means little more than that

³ Published by C. H. Stoefting Co., Chicago.

there is considerable spread in developmental age in each age-group. The best available answer to the question of the validity of the present scale (and it is admittedly an unsatisfactory answer) is given by the fact that the present test is evidently based on preferences concerned with the types of play, books, fantasies, ambitions, and the like. But preferences of this sort are precisely what we mean by the term 'developmental age'.⁴

Developmental age equivalents, based on the results of the 953 tests, are offered by the author for the interpretation of the test scores. This developmental age divided by the chronological age gives the developmental quotient, the form in which the test results are presented here.

It is to be noted that there is no time limit to the test. Twenty-five to 35 minutes, however, was all the boys required. The test permits an explanation of the items and this was given when requested by the individual boys.

SOCIAL MATURITY OF THE BOYS

It is upon this Test for Developmental Age, then, that we are basing our study of the social maturity of the institutional, foster home, and general population boys. The test itself is made up of six separate tests in all of which the boys have recorded their preferences. These six separate tests are as follows:

- Test 1 Things to Do
- Test 2 Things to Be When Grown Up
- Test 3 Books to Read
- Test 4 Things to Have
- Test 5 Things to See
- Test 6 Things to Think About

On this test, the results of which appear in Table 14, a certain superiority of the general population boys in social maturity is evident.

⁴Furfey, P. H., "A Revised Scale for Measuring Developmental Age in Boys", 112.

are true differences.⁵ Hence we may regard the general population boys as significantly superior in developmental age to the boys in institutions and foster homes. Apparently the difference (4.60) between the institutional and foster home boys in mean developmental quotient is unreliable, the critical ratio being 1.68. The chances in 1,000 of a true difference greater than zero are only approximately 934.⁶

In finding a significant difference between the mean developmental quotients of the institutional and general population groups of boys this study departs from the findings of Merwick.⁷ Merwick took 123 non-institutional boys ranging from 11 to 13 years of age and compared them with 69 institutional boys at the same age levels. He obtained a difference of 5.57 in their mean developmental quotient scores. This difference, when compared with the critical ratio obtained (0.13), did not prove significant.*

Attention should be given the fact that in Merwick's study the length of time under care in an institution, intelligence, and school grade were not controlled. Although we cannot state specifically the effect of any one or combination of these factors on developmental age, greater confidence can be placed in a study in which

* Kelley, Truman L., "Kelley-Wood Table of the Normal Probability Integral", *Statistical Method*, N. Y., Macmillan, 1924: Appendix C, 385.

⁵ *Ibid.*, 384.

⁷ Merwick, Jerome, *A Study of Developmental Age and Social Factors*, Washington, 1933 (M. A. Dissertation, Catholic University Library): 28 ff

*For studies of social maturity and its association with other factors, cf:

Furfey, P. H., "Some Factors Influencing the Selection of Boys' Chums", *Jour. Appl. Psych.*, 11 (1927): 47-51; "A Note on the Relative Developmental-Age Scores of Urban and Rural Boys", *Child Development*, 6 (1935): 88-90.

Rauth, J. Edward, and Furfey, P. H., "The Maturation Factor in Adolescent Conduct", *Child Development*, 4 (1933): 90-93; "Developmental Age and Adolescence", *Jour. Soc. Psych.*, 3 (1932): 469-472

Carey, Thomas F., *A Study of the Relation Between Developmental Age and Dentition*, Washington, 1930, (M. A. Dissertation, Catholic University Library).

Zalduondo, Celestina, *A Study of the Relation Between Developmental Age and Some Physical Measurements*, Washington, 1930, (M. A. Dissertation, Catholic University Library).

such factors are controlled. Hence, the striking difference between the dependent and non-dependent groups must be regarded as significant.

THE INFLUENCE OF CERTAIN FACTORS IN THE BOYS' LIVES ON THEIR SOCIAL MATURITY

Because a significant difference exists between the performance of the dependent and non-dependent groups on the Test for Developmental Age further analysis of known factors in the lives of the boys in relationship to developmental age is indicated. At the outset it must be noted that chronological age cannot be regarded as explanatory of these differences in mean scores as the mean age of the three groups is nearly identical, 12.9 years for the institutional group and 12.8 for the foster home and general population groups of boys. Environmental factors for which information was available are the following:

1. Years under care in an institution or foster home
2. Intelligence
3. School grade
4. Nationality
5. Marital status of parents
6. Occupation of father
7. Size of families
8. Order of sibship, or relative position of the boy in his family.

YEARS UNDER CARE AND SOCIAL MATURITY

Since we are especially concerned with the influence of prolonged residence in an institution or foster home on the personality of a child, an association between social maturity and the number of years a child spent in either of these substitute parental homes was sought.

As presented in the preceding chapter the mean number of years under care for the institutional boys is 5.4 and for the foster home boys 5.2. Taking five years as the approximate mean we

have 28 boys or 56 percent of the institutional population who have been under care five years or more, and 22 boys or 44 percent of the population who have been under care less than five years. The number of foster home children in the same classification is evenly divided, 25 boys or 50 percent of the population being in each category. Table 15 presents the mean developmental quotients of the boys under each of these classifications.

Table 15. Developmental Quotient in Relation to the Number of Years the Dependent Children Have Been Under Care in Institutions and Foster Homes

Group	5 Years Or More Under Care				Less Than 5 Years Under Care				$\frac{D}{\sigma D}$
	N	Mean D. Q.	SD	SE	N	Mean D. Q.	SD	SE	
Institutional.....	28	87.86	13.04	2.47	22	90.91	14.00	2.99	0.79
Foster Home.....	25	93.80	15.30	3.06	25	93.80	12.10	2.42	

As shown in Table 15 the mean developmental quotient of the 22 institutional boys who have been less than five years under care is 90.91 (S. D. 14.00). Those boys who have been under care five years or more received a score of 87.86 (S. D. 13.04). In the foster home group, on the other hand, both the boys who have been longest under care and those under care a shorter period of time, have identical mean scores, 93.80 (S. D. 15.30 and 12.10, respectively).

The statistical analysis of the significance of the observed difference in the institutional mean scores, as presented in Table 15, shows that the difference is a chance difference^a and consequently unreliable. This analysis, together with the fact that the mean developmental scores in the foster home group are identical, leads

^a Kelley, *op. cit.*, 380.

to the conclusion that length of time under care does not explain the observed differences.

Despite the above finding it seemed desirable to contrast the mean scores of the foster home children who have had some institutional experience with those who have had none. As mentioned previously 22 boys or 44 percent of this population had been in institutions for dependent children one to five years previous to their present placement. Table 16 shows the mean developmental quotients of the boys who have had some previous institutional life experience and of those boys who have been in foster homes only.

Table 16. Developmental Quotients of the Boys in the Foster Home Group Who Had Been Previously in an Institution and of the Boys Who Have Been in Foster Homes Only

Foster Home Boys	Foster Home Group					
	Total 50	Mean D. Q.	SD	SE	D	$\frac{D}{\sigma D}$
Previously in an Institution.....	22	91 36	12 26	2 61		
In Foster Homes Only..	28	95 71	14 64	2.77	4 35	1 14

As shown in Table 16 the difference between the two groups is 4.35 points. This difference favors the boys who have been in foster homes only. Statistical analysis, however, reveals that the difference is not significant.⁹ It is apparent, then, that within the institutional and foster home groups no association can be found between social maturity, as revealed in the developmental quotients, and the number of years a boy has been under care either in an institution or in a foster home.

⁹ Kelley, *op. cit.*, 382.

INTELLIGENCE AND SOCIAL MATURITY

While it would seem probable that differences of intelligence would have some effect on developmental age, Doctor Furfey reports there is little or no correlation between the two.¹⁰ The coefficients in many studies cover a wide range but they average below 0.20.¹¹ The highest correlation to date, 0.353, between D.A. and M.A. (C. A. constant) was reported by McHugh.¹² The present study verifies these findings. A correlation between D.A. and M.A. in the institutional population yielded a coefficient of 0.111. With this verification no correlations were attempted for the other two groups.

Irrespective of the above agreement, further analysis was undertaken which confirms the absence of a positive relationship between developmental age and intelligence. The procedure was as follows: The boys in all three groups were classified under two heads: those with an intelligence quotient equal to and superior to the mean intelligence quotient for the whole group, and those with an intelligence quotient inferior to this mean. The boys in each group were then compared on their developmental quotient attainment. Twenty-one boys or 42 percent of the institutional population, 23 boys or 46 percent of the foster home population, and 25 boys or 50 percent of the general population had intelligence quotients equal to or superior to the mean intelligence quotient for their respective groups. Table 17 offers this comparative analysis of developmental quotients and intelligence.

¹⁰ Furfey, P. H., *The Growing Boy: Case Studies of Developmental Age*, N. Y., Macmillan, 1930: 18.

¹¹ Furfey, P. H., "Social and Physical Factors in Development Age", *Report of the Fourth Conference on Research in Child Development of the National Research Council*, Washington, Committee on Child Development National Research Council, 1933: Appendix E, 2.

¹² McHugh, Matthew, *The Developmental Quotient of Male Siblings*, Washington, 1936, (M. A. Dissertation, Catholic University Library): 7.

Table 17. Distribution of Developmental Quotients with Respect to Intelligence

I. Q.	Institutional Group				Foster Home Group				General Population Group			
	Mean I. Q. 96.70				Mean I. Q. 95.60				Mean I. Q. 106.30			
	Mean		SD		Mean		SD		Mean		SD	
	Total	DQ	Total	SE	Total	DQ	Total	SE	Total	DQ	Total	SE
Equal or Superior to Mean I. Q. of Group	21	89.76	12.58	2.75	23	95.00	15.04	3.14	25	106.20	10.70	2.14
Inferior to Mean I. Q. of Group.	29	88.79	14.24	2.64	27	92.41	12.65	2.43	25	105.80	11.63	2.33

In all three groups, as shown in Table 17, there is a slight superiority in mean developmental quotient for those boys with an intelligence quotient equal to and superior to the mean intelligence quotient for their respective groups. In the institutional group their mean development quotient is 89.76 (SD 12.58) as compared with the mean developmental quotient of 88.79 (SD 14.24) of the boys with an intelligence quotient inferior to the mean for the group. The standard errors are 2.75 and 2.64, respectively. The foster home boys with equal to and superior to the mean intelligence quotients attained a mean developmental quotient of 95.00 (SD 15.04) while the other group attained a mean score of 92.41 (SD 12.65), with standard errors of 3.14 and 2.43, respectively. The general population boys in the former group attained a mean of 106.20 (SD 10.70) as compared to the mean score of 105.80 (SD 11.63) for those with lower intelligence quotients. The standard errors for these two groups are 2.14 and 2.33, respectively.

The actual differences in points between the mean developmental quotient of the boys with an intelligence quotient equal to and superior to the mean for the whole group and the mean developmental quotient of the boys with an intelligence quotient less than the mean are as follows: for the institutional boys 0.97 points; for the foster home boys 2.59; for the general population boys 0.40. The critical ratios show these to be but chance differences,¹³ the critical ratio between the institutional mean scores being 0.25, between the foster home mean scores 0.65, between the general population mean scores 0.13. With such a small critical ratio in each case it is evident that there is no demonstrable relationship between social maturity, as manifest in the developmental quotient, and intelligence.

SCHOOL GRADE AND SOCIAL MATURITY

The character of the relationship that exists between school grade and social maturity was next attempted. Here again no relationship could be established. For this analysis the boys in each population were divided into two groups: those retarded one or more years in school, and those at grade in school for age. The mean de-

¹³ Kelley, *op. cit.*, 378.

developmental quotients of the two groups were then compared. Because our populations, when divided on the basis of retardation, were so disproportionate, no statistical analysis was undertaken. Inspection of Table 18, however, shows a consistent tendency in all three populations for those not retarded in school to have a higher developmental quotient.

Table 18. Distribution of Developmental Quotients According to School Grade

School Grade	Institutional Group		Foster Home Group		General Population Group	
	Total 50	Mean D. Q.	Total 50	Mean D. Q.	Total 50	Mean D. Q.
Retarded in School.	34	85.91	39	92.15	6	101.00
No Retardation in School.	16	93.63	11	96.45	44	105.52

In order to increase the numbers on which retardation could be more adequately evaluated the boys were grouped in regard to retardation without respect to residence. The general population was not included because only six of these boys are retarded. This grouping provided 73 boys in substitute homes who are retarded in school and 27 boys who are not retarded in school.

Table 19 shows the distribution of developmental quotients and grade in school of these institutional and foster home boys. Here, again, a slight superiority is shown for the boys who are not retarded as compared with those who are retarded. Despite the positive ascendancy noted in the critical ratio of 1.67 we are forced to conclude that there is no appreciable relationship between social maturity and school grade for the populations under investigation.¹⁴ In this respect attention should be called to our original criterion of selection which limited the study to boys 12, 13, and 14 years of age. This in itself would tend to reduce the spread in school grade, and make impossible any general conclusions about school grade in relation to developmental age.

¹⁴ Kelley, *op. cit.*, 384.

Table 19. Distribution of Developmental Quotients of the Institutional and Foster Home Boys According to Their Grade in School

Grade in School	Total 100	Percent 100	Mean D. Q.	SD	SE	D	$\frac{D}{\sigma D}$
Retarded in School..	73	73	90.07	13.46	1.58		
No Retardation in School.....	27	27	95.37	14.27	2.75	5.30	1.67

NATIONALITY AND SOCIAL MATURITY

Classifying the boys on the basis of nationality, an attempt was made to discover whether or not nationality differentiated the groups in respect to developmental age. Two major categories were employed for this analysis, namely, the boys who are native born of native parentage, and the boys of all other known nationality (native born of mixed parentage, native born of foreign parentage, foreign born of foreign parentage). This classification provided 15 boys in the institutional population, 34 in the foster home population and 30 in the general population in the first category. Under the second category we have 32, 8 and 20 boys in the institutional, foster home, and general populations, respectively. Three boys in the institutional and eight in the foster home populations are omitted from these classifications since the birthplace of one or both of their parents is unknown. Table 20 presents the distribution of developmental quotients in relation to nationality. Because the numbers involved are relatively small, no refined statistical analysis was undertaken.

Table 20. Distribution of Developmental Quotients in Relation to Nationality

Nationality	Institutional Group		Foster Home Group		General Popu- lation Group	
	Total 47	Mean D. Q.	Total 42	Mean D. Q.	Total 60	Mean D. Q.
Native Born of Native Parentage.....	15	90.73	34	91.82	30	104.53
Other Known Nationality	32	87.59	8	97.50	20	105.65

A slight superiority in mean development quotient is evident in Table 20 for the native born of native parents in the institutional group. In the foster home and general populations the superiority is in the opposite direction favoring the boys of other known nationality. In the institutional population a difference of 3.14 points exists between the mean score of the native born of native parentage group and the mean score of the other known nationality group. For the foster home boys the mean quotients for these respective groups are 91.82 and 97.50, a 5.68 advantage in favor of the latter group. A difference of 1.12 separates the 104.53 mean score of the native born of native parentage group in the general population from the 105.65 mean quotient of the other group. With such a result we cannot affirm any relationship to exist between nationality and social maturity as measured by this test.

MARITAL STATUS OF PARENTS AND SOCIAL MATURITY

Since the marital status of a child's parents either alone or together with influences in the family group which are considered inimicable to normal family life often indicates the reason for dependency, the developmental quotients of the institutional and foster home children were studied from the viewpoint of the marital status of their parents. The general population was not considered in this analysis because the parents of all but one boy in this group are married and living together. This boy's father is dead, but his home life has been preserved.

In this analysis we are grouping the boys in the institutional and foster home populations into those whose parents are married and living together and those whose parent or parents are dead, divorced, separated through illness or other cause, deserted, or unmarried. This latter group will be referred to as boys from "broken homes." According to this classification 11 boys in the institutional and eight boys in the foster home populations have parents who are living together. Thirty-nine boys in the institutional and 42 boys in the foster home populations come under the classification of boys from "broken homes." Here, again, refined statistical analysis is omitted. As shown in Table 21 there is no consistent tendency.

Table 21. Distribution of Developmental Quotients According to the Marital Status of the Boys' Parents

Marital Status of Parents	Institutional Group		Foster Home Group	
	Total 50	Mean D. Q.	Total 50	Mean D. Q.
Boys' Parents Married and Living Together.....	11	92.91	8	81.12
Boys from "Broken Homes".....	39	87.10	42	95.79

The slight superiority of the boys whose parents are married and living together in the institutional population, 92.91 as against 87.10 for the boys from "broken homes" is reversed in the foster home population in favor of the latter group of boys, 95.79 as compared to 81.12 for the boys whose parents are married and living together. Thus no relationship can be established between social maturity, as revealed in the developmental quotient, and the marital status of parents in these data.

OCCUPATION OF FATHER AND SOCIAL MATURITY

In the preceding chapter we referred to the occupation of a child's father as a probable indication of the socio-economic status of his home. What, then, we may ask, is the relationship between social maturity of children and the occupation of the father? In order to provide a broader base for the description of occupation and thus increase the numbers involved the classifications of occupation as presented in Table 10 were regrouped into two major categories, one containing occupational groups I to III this is, the professional, semi-professional and skilled workmen, the other including occupational groups V to VII, that is, the semi-skilled, slightly skilled workmen, and day laborers. Group IV, that is farmers, is omitted in this grouping, as only one father (institutional group) appeared in this group in Table 10. In the first category nine fathers of institutional boys, eight fathers of foster home boys, and 36 fathers of boys in the general population are

listed. Twenty-five fathers of institutional, 28 fathers of foster home and 36 fathers of boys in the general population are in the second category. It is apparent from Table 22, which shows the distribution of developmental quotients according to fathers' occupation, that there is no consistent tendency towards a superiority of one occupational category over the other. In the foster home population alone the boys whose parents are in the upper occupational classification surpass the other boys in mean developmental quotients. The former received a mean score of 95.00, the latter 90.07. In the institutional and general population the children whose fathers are in the lower occupational classification have a higher mean quotient than those whose fathers are employed at more gainful occupations, namely 92.08 and 89.00, respectively, for the institutional population, 105.50 and 103.64, respectively, for the general population. From this analysis, then, we may conclude that there is no clear relationship between social maturity as measured by this test, and parental occupation. Such a conclusion is in harmony with the findings of Merwick.¹⁵ He found that the socio-economic status of the homes of 800 non-institutional boys, white and colored, using the Chaplain-Sims Scale, is statistically an insignificant factor in determining developmental age scores. The coefficient of correlation he obtained was .186 ($SE \pm .034$) for both white and colored boys together, and .173 ($SE \pm .037$) for the white alone.

Table 22. Distribution of Developmental Quotients According to the Occupational Classification of the Boys' Fathers

Occupational Classification	Institutional Group		Foster Home Group		General Popu- lation Group	
	Total 34	Mean D. Q.	Total 36	Mean D. Q.	Total 50	Mean D. Q.
Groups I—III	9	89.00	8	95.00	14	103.64
Groups V—VII	25	92.08	28	90.07	36	105.50

¹⁵ Merwick, Jerome, *A Study of Developmental Age and Social Factors*, 18.

SIZE OF BOY'S FAMILIES AND SOCIAL MATURITY

A slight relationship is seen between social maturity and the size of the boys' families. The mean size of the institutional boys' families is 4.8 children; for the foster home boys' families it is 4.5 children; for the families of the boys in the general population it is 3.5 children. Taking four children as the mean for the institutional and foster home populations, and three children as the mean for the general population we have 23 boys or 46 percent of the institutional population, 21 boys or 42 percent of the foster home population, and 22 boys or 44 percent of the general population above their respective means. Of those at or below the mean for their respective groups we have 27 boys or 54 percent of the institutional population, 29 boys or 58 percent of the foster home population and 28 boys or 56 percent of the general population. These data are presented in Table 23.

It is to be noted from Table 23 that there is a consistent tendency in all three groups for the children who come from families equal to or below the mean size to have a higher mean developmental quotient than those from larger families. In the institutional group the former attained a mean quotient of 91.67 (SD 14.14) as compared to 86.30 (SD 12.27) for the boys from families larger than the mean size. The standard errors are 2.72 and 2.56, respectively. In the foster home population the boys from mean or less than the mean sized family for the whole population have an average score of 96.38 (SD 13.58) as compared to the 90.24 score (SD 13.32) of the other boys. Here the standard errors are 2.52 and 2.91. In the same categories the general population children have mean quotients of 108.57 (SD 10.07) and 102.73 (SD 11.65), respectively. The standard errors are 1.90 and 2.48, respectively.

It is to be noted further in the foregoing table that the developmental quotients of the boys coming from the smaller sized families are 5.37 points superior in the institutional, 6.14 points superior in the foster home, and 5.84 points superior in the general population. Despite the magnitude of these differences, statistical analysis, as revealed in critical ratios of 1.44, 1.59 and 1.87, respectively, shows these differences to be unreliable.¹⁶ The positive ascendancy of

¹⁶ Kelley, *op. cit.*, 374.

Table 23. Distribution of Developmental Quotients According to the Size of Families

Mean Size of Family	Institutional Group				Foster Home Group				General Population Group			
	Mean 4 children				Mean 4 children				Mean 3 children			
	Total 50	Mean		SE	Total 50	Mean		SE	Total 50	Mean		SE
		DQ	SD			DQ	SD			DQ	SD	
Above the Mean	23	86.30	12.27	2.56	21	90.24	13.32	2.91	22	102.73	11.65	2.48
At or Below the Mean	27	91.67	14.14	2.72	29	96.38	13.53	2.52	28	108.57	10.07	1.90

the ratios, however, is worthy of note. From this, then, we must conclude that, although there is a consistent tendency towards a superior mean developmental quotient for the children coming from families equal to or smaller than the mean size for the group, there cannot be established a demonstrable relationship between social maturity and the size of the boys' families.

SIBSHIP POSITION AND SOCIAL MATURITY

What is the relationship between the order of sibship, or birth rank, and social maturity as measured by this test? The classifications used in Table 13 to express the relative position of the children in their families were: "Only Child," "Oldest Child," "Youngest Child" and "Middle Child." The mean scores of the boys in each classification are presented in Table 24.

Table 24. Distribution of Developmental Quotients According to Sibship Position of the Boys in Their Families

Sibship Position	Institutional Group			Foster Home Group			General Population Group		
	Total 50	Per-cent 100	Mean D. Q.	Total 50	Per-cent 100	Mean D. Q.	Total 50	Per-cent 100	Mean D. Q.
Only Child...	3	6	105.00	4	8	95.25	3	6	118.67
Oldest Child..	2	4	80.50	5	10	90.20	17	34	105.12
Youngest Child.....	13	26	89.62	16	32	98.31	9	18	106.11
Middle Child	32	64	86.91	25	50	90.00	21	42	102.43

This Table shows the "Only Child" to have the highest mean quotient in both the institutional and general population, 105.00 and 118.67, respectively. In the foster home population, however, "Youngest Child" is highest, with a mean score of 98.31. If we disregard the superior quotients of the "Only Child" in both the institutional and general populations because of the small numbers involved, the "Youngest Child" in all populations stands superior

in mean score. In the institutional population the "Youngest Child" group attained a mean quotient of 89.62, the "Middle Child" 86.91, and the "Oldest Child" 80.50. The "Youngest Child" in the foster home population, as mentioned above, received the highest score for all groups, 98.31, as compared to 95.25 for the "Only Child," 90.20 for the "Oldest Child," and 90.00 for the "Middle Child." In the general population, the "Youngest Child" attained a mean quotient of 106.11, the "Oldest Child" 105.12, and the "Middle Child" 102.43.

With such variety in developmental quotient attainment in each group no conclusion can be drawn concerning the relationship between social maturity and birth rank of children. Such a conclusion is in agreement with the findings of Merwick¹⁷ and McHugh.¹⁸ Merwick, in a study of 588 boys, concluded that position in the family has no significant effect on developmental age. He found the greatest difference in scores to exist between the middle and youngest children (8.19 points). The standard deviation of the difference for these two groups was 32.7 and the critical ratio 0.25. McHugh's study included 74 boys from good home environments. He, too, concluded that the high developmental quotient is liable to go to any sibling irrespective of family position. These two studies differ from the findings of Doctor J. Edward Rauth, Associate Professor of Psychology, Catholic University of America. Doctor Rauth, on the basis of unpublished data obtained from 30 institutional siblings, arrived at the tentative conclusion that the developmental quotient is greatly influenced by birth rank, favoring the oldest siblings. It was following this study that McHugh undertook his study of *The Developmental Quotient of Male Siblings* under Doctor Rauth's direction.

SUMMARY

Because a significant difference in developmental age was found between the institutional and foster home boys on the one hand

¹⁷ Merwick, *op. cit.*, 35-41.

¹⁸ McHugh, Matthew, *The Developmental Quotient of Male Siblings*, 32.

and the general population boys on the other hand it was concluded that in social maturity, as measured by the Test for Developmental Age, the general population children were superior to the other two groups. To account for this observed difference an attempt was made to discover a relationship between social maturity and other factors in the lives of the boys forming our experimental population. Social maturity was related to the following factors:

1. Years under care in an institution or foster home
2. Intelligence
3. School grade
4. Nationality
5. Marital status of parents
6. Occupation of father
7. Size of the boys' families
8. Order of sibship, or relative position of the boy in his family.

In no case was it possible to show a relationship between these factors and the developmental quotient attainment of the boys. It must be noted, however, that in the foster home group the boys who had been in foster homes only had a higher mean developmental quotient than those who had experienced institutional life previous to foster home placement. Positive ascendency in the critical ratio (1.14) of the observed differences was evident. Furthermore, in all three groups boys who showed no retardation in school had a superior mean developmental quotient to those who were retarded in school. Again, in a study of the size of family and social maturity relationship all groups showed a consistent tendency for children from the smaller sized families to have a mean developmental quotient superior to those from large families. In the light of such findings, further study of the relationship described should be attempted with larger groups.

No demonstrable relationship was found between developmental age and intelligence. This finding is in agreement with that of Doctor Furfey, author of the Test for Developmental Age, McHugh and others. In establishing no relationship between the economic status of the boys' home (measured by fathers' occupation), and developmental quotient attainment our findings agree

with those of Merwick. Agreement is again apparent with Merwick and McHugh in finding no relationship between order of birth of a child and his developmental quotient.

If, then, we were unable to relate social maturity to the above-mentioned factors, how are we to explain the significant differences which exist between the mean developmental quotient of the institutional and foster home boys as a group and that of the general population group? In finding a significant difference between mean scores of the institutional and general population boys this study departs from the findings of Merwick. Recapitulating, the mean scores are as follows: institutional boys, 89.20 (SD 13.58), foster home boys 93.80 (SD 13.80), general population boys 106.00 (SD 11.18). Clearly, there is no difference between these institutional and foster home children. The observed difference in their mean scores is but a chance difference (critical ratio 1.68). Our conclusion, then, is that both dependent groups are not so mature socially as children living in their own homes.

To explain these differences we can only say that they exist and may be caused by factors inherent in the boys or by facts of environment (past or present), or both, for which we have no measure. This latter conclusion is in keeping with that of McHugh who in his study reached the conclusion that "differences in development quotient are due rather to environment than to birth rank, and that the more varied the environment the less likely is it that one can forecast which sibling will have the higher development quotient."¹⁹ Such a conclusion will explain why a study of the relationship between development quotients of the children in the institutional and foster home groups on the basis of years under care yielded no significant difference, for the analysis was made within the groups, all members which have been subject to the same environment for two years or more.

¹⁹ McHugh, *op cit*, 32

CHAPTER V

PERSONAL ATTITUDES

In the preceding chapter we saw that both the institutional and the foster home children are not as mature socially as children living in their own homes. This appeared evident from their performance on the Test for Development Age. Pursuing our inquiry further we now wish to compare these dependent and non-dependent groups on other non-intellectual traits to see if the institutional and foster home children differ appreciably from children living in their own homes. These traits are attitudes towards self and towards others, feeling of being different from other boys, feelings of superiority and inferiority, degree of social insight, and conformity to the group idea of the right. In order to compare the three groups on these traits some standard for measurement and evaluation was believed necessary. The Personal Attitudes Test for Younger Boys, of Lennig Sweet, Ph.D.¹ was accepted as the standard for such measurements because of its high reliability and validity for boys 12 to 14 years of age (the age distribution of our experimental populations).

THE PERSONAL ATTITUDES TEST FOR YOUNGER BOYS

This Personal Attitudes Test for Younger Boys is the result of a study by Sweet² to discover whether or not the Attitudes Test developed by Goodwin Watson, Director of Research of the Home Division of the Y. M. C. A. National Council was of such a nature as to warrant further development. No examination of the reliability or validity of this test had been made previous to Sweet's study. The test, intended for boys 12-14 years of age, was a self-administering one, in two forms, Form A, Series 1926-1927, and Form D, Series 1927-1928, the last in a battery of tests.

¹ Published by the Association Press, New York.

² Sweet, Lennig, *The Measurement of Personal Attitudes in Younger Boys*, New York, Association Press, 1929: 13 ff.

Form A contained 29 miscellaneous items considered by the author as of more or less concern to boys 12-14 years of age. There were four columns beside each item: Column I "How you feel"; Column II "How you think you ought to feel"; Column III "How your group feels"; Column IV "How most boys feel." A five point scale divided each column, and on it a boy encircled a numeral indicating whether he was extremely interested in an item, cared about it quite a lot, was indifferent to it, disliked it, or actually detested it.

In Form D, which contained 30 items, the column "How your group feels," was omitted, and instead of encircling numerals to show their attitudes, the boys were asked to check in columns.

The following six attitudes were under investigation in these earlier tests:

Pecularity of Interest
Pecularity of Ideal
Self Conflict
Criticism of the Average Person
Self Esteem
Insight

The result of Sweet's investigation was the publication of the present revised Personal Attitudes Test for Younger Boys, which contains 37 of the 59 items of Forms A and D. To these were added 13 items, which the author believed especially helpful in bringing out various attitudes and relationships. In the new test the scoring system used in Forms A and D was revised, and the nomenclature of the attitudes changed. The above-mentioned five point scale, which is simple and practicable, was preserved, however, because it best conserved all shades of meaning in eliciting responses to items. Phrases, however, were substituted for the numerals or check in column of Forms A and D, respectively. In addition, the directions were revised so as to be stated as far as possible in the boys own language and so as to give no idea that there was a right or wrong answer to any item.

The revised test is based on the following hypothesis of the author:⁸

⁸ *Op. cit.*, 21.

1. that the degree in which a boy's feelings, attitudes and interests, do or do not coincide with his own opinion as to the ideal or with the feelings and interests of other boys, is indicative of his general social adjustment and of the kind of a boy he is.
2. that there are certain "patterns" or traits running through conduct with enough consistency so that they can be measured.
3. that separate items may be so treated in a paper and pencil test as to bring out these general patterns, and that the scores obtained will be related to certain feelings and attitudes in the boy's everyday life.

The Personal Attitudes Test for Younger Boys, as previously stated, contains 50 items, alongside of which are three columns: Column I, "How I feel"; Column II, "How most boys feel"; Column III, "How I think I ought to feel." Each column is divided into the following five point scale: "Dislike," "Rather Not," "Don't Care," "Like Some," "Like a Lot." The child is instructed to read each item carefully and then to encircle the word in each column which best expresses how he really feels about the statement, that is how it appeals to him, then how most boys feel about it, and finally, how he ought to feel about it. The following are a few of the test items:

Being a good athlete	Teasing people
Having a good reputation	Having girl friends
Becoming a great man	Praying

Eight of the items in the test are concerned with a boy's home and family. The institutional and foster home boys were instructed to answer these as though they were living in their own homes. It is to be noted in the test that in addition to the 50 items on which the scores are based two other items have been placed at the beginning to start the boys off on items to which boys do not react in any definite manner. These items are not counted in the scoring

Seven attitudes are measured by the test: Self-Criticism, Criticism of Others, Feeling of Difference, Superiority, Inferiority, Social Insight, Deviation from the Group Idea of the Right. An

eighth attitude, Peculiarity of Interest, may also be measured by this test, but it is omitted from this study because the author himself found it so unreliable that he has not included it in the final form of the test.

The method of scoring these attitudes and the interpretation of the scores are as follows:

Self-Criticism. Count the number of times there is a difference between a boy's reply to an item in Column I (How I Feel) and his reply to the same item in Column III (How I Think I Ought to Feel).

The higher the score the more critical the boy is of his attitudes; the lower the score the more perfect he reports that he is.

Criticism of the Average Boy. Count the number of times there is a difference between a boy's reply to an item in Column II (How Most Boys Feel) and his reply to the same item in Column III (How I Think I Ought to Feel).

The higher the score the more the boy says that the attitudes of most boys are not what they should be. In other words, the higher the score the higher the criticism of the average boy; the lower the score the less is this criticism.

Feeling of Difference. Count the number of times there is a difference between a boy's reply to an item in Column I (How I Feel) and his reply to the same item in Column II (How Most Boys Feel).

The higher the score the more different from most boys does the subject say that he is, while the lower the score the nearer does he say that he approaches the attitudes of the majority of boys.

Superiority and Inferiority. Take Column III (How I Think I Ought to Feel) as a reference point. If the reply in Column I (How I Feel) is nearer this reference point than is the reply in Column II (How Most Boys Feel), give a score of one in Superiority. If, however, the reply in Column II is closer to the reference point than is the reply in Column I, give a score of one in Inferiority. These scores are to be summed up separately. The total Superiority score is marked "+." The total Inferiority score is marked "-."

Superiority and Inferiority are little more than a breaking up of Feeling of Difference into its component parts. These two scores are more meaningful if read in conjunction with one another.

The Superiority score denotes the number of times out of a possible 50 that a boy says he feels more nearly as he should than do most boys.

The Inferiority score indicates the number of times he feels further from the way in which he ought to feel than do most boys.

Social Insight and Deviation from the Group Idea of the Right. Social Insight and Deviation from the Group Idea of the Right are scored by means of stencils provided by the author. These stencils are based on the replies of 912 boys, 12 to 14 years of age, from cities and towns in nine widely scattered states. No delinquents were included in this number. In measuring these attitudes the boys are compared to the "Hypothetical Average Boy" and are not measured on social insight or deviation in ideas of the right in general.

In making the stencil for Social Insight,* a frequency distribution of the replies of these 912 boys to the items in Column I (How I Feel) was made. The phrases which 20 percent or less of the group had encircled were cut out for the stencil. The stencil for Deviation from the Group Idea of the Right* was constructed on a similar frequency distribution of the replies to the items in Column III. (How I Think I Ought to Feel).

The Social Insight stencil is placed over Column II (How Most Boys Feel). A Score of 1 is given each time a marking is visible around the edge of the stencil. As a high score would indicate a low degree of social insight all scores are subtracted from 51 (total items plus one) in order to make a high score indicate a high degree of social insight.

The score in Social Insight indicates the number of agreements between the way the subject has said most boys feel concerning various questions and the group which is being used as a norm said they felt.

The stencil for Deviation from the Group Idea of the Right is placed over Column III (How I Think I Ought

*With groups of 75 boys or more, stencils may be constructed from the same frequency distributions. Where the groups are smaller than 75 the author recommends the use of stencils provided by him cf. Sweet, *op. cit.*, 9.

to Feel). A Score of 1 is given each time a marking is visible around the edge of the stencil.

Boys with high scores are boys whose notion of how they ought to feel about a series of questions differs exceedingly from the opinion of the group with whom we are comparing them concerning these same matters. The lower the score the more nearly is the common ideal approached.

Sweet feels that this test is probably suitable for boys between the ages of 9 to 18. Reliabilities, however, have been ascertained only for the age groups of our study, 12 to 14 years. These reliabilities, computed on the chance half method and the Spearman-Brown Prophecy Formula, range from .76 to .94 for the separate attitudes. The reliabilities for these attitudes are as follows:

Self-Criticism .....	.92
Criticism of Others .....	.94
Feeling of Difference .....	.94
Superiority .....	.94
Inferiority .....	.76
Social Insight .....	.87
Deviation from the Group Idea of the Right .....	.86

The validity of the test was determined by checking the scores of 62 boys of a progressive institution for delinquents with psychiatric case studies which existed on these same boys. On certain types of boys there was 70-80 percent agreement between the test scores and the case studies. In five cases the case material was either so incomplete or so contradictory that Sweet was unable to draw conclusions from it. In 32 cases there was excellent agreement between the test scores of the boys and the case study material, while in 11 other cases there was agreement in some respects and disagreement in others. In the cases where there was disagreement, no one could say whether the test scores or the case studies were at fault.

In addition to checking the test scores against the psychiatric studies the author requested three members of the staff of the institution to rate the boys on "adjustment." The psychologist, the social worker, and the welfare director rated these boys. Only the

ratings of the psychologist and social worker were considered by the author, because he felt they have the same viewpoint as that evident in the test—that of emotional adjustment rather than overt behavior. There was 40 percent agreement between the ratings of the psychologist, social worker, and the test scores of the boys.

The author next undertook the task of checking the results of 106 boys with the results of these same boys on other objective tests of character measurement—the Character Education Inquiry Tests. A definite relationship between the results of the two was established.

Sweet summarizes his findings on the reliability and validity of his test in the following manner:⁴

Our general conclusions are that here we have a test which is as reliable as the average test used in the school-room and reliable as a test of character. The fact that boys in all parts of the country, with the exception of one small group of 38, were on the average consistent in their type of score for the various categories, the fact that with certain types of scores we were able to arrive at the same conclusion as psychiatric case workers concerning the presence of traits which the test undertakes to measure, and the fact that experimenting with a group of children from varying economic and social backgrounds we found very definite relationships between scores on the Character Education Tests and the Personal Attitudes test all show that we have here an instrument by which many boys will reveal their character traits. This is true not only of the attitudes directly measured by the test, but also of such traits as honesty, popularity, cooperation, etc.

PERSONAL ATTITUDES OF THE BOYS

It is on this test, then, that we shall base our comparison of the personal attitudes of the institutional, foster home, and general population boys. In interpreting their scores no more is read into them than is intended by the test itself. The test measures exactly how the boys said they felt and no more.

Since no time limit is set for the test the boys were allowed ample time to finish. Usually 25 to 35 minutes were sufficient.

⁴ *Op. cit.*, 50.

Explanations of the items were given when requested by the individual boys.

Table 25 presents the mean scores of the institutional, foster home, and general population boys on the Personal Attitudes test.

Table 25. Mean Scores of the Institutional, Foster Home, and General Population Boys on the Personal Attitudes Test

Attitudes	Institutional Group			Foster Home Group			General Population Group		
	N-50		Percent 100	N-50		Percent 100	N-50		Percent 100
	Mean	S D	S E	Mean	S D	S E	Mean	S D	S E
Self-Criticism...	22.80	13.32	1.88	17.60	10.01	1.42	18.00	8.14	1.20
Criticism of Others.....	36.60	9.41	1.33	33.90	11.27	1.59	31.70	9.81	1.39
Feeling of Difference...	35.10	11.46	1.62	32.00	12.67	1.79	27.50	12.41	1.76
Superiority....	25.80	11.73	1.66	25.70	12.20	1.73	22.80	11.90	1.68
Inferiority.....	9.90	8.79	1.24	6.20	5.98	0.85	5.20	3.25	0.46
Social Insight...	28.70	7.59	1.07	27.10	9.63	1.35	23.30	8.40	1.19
Deviation from the Group Idea of the Right...	30.80	10.22	1.45	35.80	8.57	1.21	39.50	4.58	0.65

If we compare the mean scores of the institutional and general population groups, as presented in Table 25, we see that the institutional boys are more critical of themselves and of other boys than are the members of the general population. In addition, they have a greater feeling of being different from other boys. Their scores on Superiority and Inferiority indicate that they feel slightly superior to other boys and at the same time have a greater feeling of inferiority than do the boys in the general population. On Social Insight we again see the institutional boys with a higher score than the children in the general population. As their original score has been subtracted from 51 (total items plus 1) their present high score denotes a low degree of social insight, an indication that they do not know as well as boys living in their own homes how the "Hypothetical Average Boy" said he felt. It is to be noted that

the institutional boys have the lowest score of all three groups on Deviation from the Group Idea of the Right. This indicates that they approach more closely the common ideal of the "Hypothetical Average Boy", while the general population boys deviate most from this common ideal.

The significance of these differences between the institutional and general population mean scores is analyzed in Table 26. In all cases, except Superiority, the critical ratios do not fall below 2.00. In the case of the mean scores on Superiority the critical ratio of the difference is 1.27. On Feeling of Difference, Inferiority, Social Insight, and Deviation from the Group Idea of the Right the critical ratios exceed 3.00, the ratio of reliability. Interpreting these latter ratios according to the curve of normal probability we find that the observed differences in each case are true differences, and hence significant.⁵ If we interpret the critical ratios of the dif-

Table 26. Analysis of the Significance of the Difference Between the Mean Performance of the Groups on the Separate Sections of the Personal Attitudes Test

Comparative Groups	Critical Ratios $\left(\frac{D}{\sigma D}\right)$						Deviation from the Group Idea of the right
	Self-Criticism	Criticism of Others	Feeling of Difference	Superiority	Inferiority	Social insight	
Institutional vs. General Population Group ..	2 15	2.55	3 18	1 27	3 56	3 38	5.47
Institutional vs. Foster Home Group	2 20	1 30	1.29	0 42	2.47	0 93	2.65
Foster Home vs. General Population Group. .	0 22	1 04	1 79	1 20	1 04	2.11	2.70

⁵ Kelley, Truman L., "Kelley-Wood Table of the Normal Probability Integral", *Statistical Method*, 385.

ferences observed on Self-Criticism and Criticism of Others according to the same curve of normal probability we find that the chance in 1,000 of a true difference greater than zero in the former are approximately 984, and in the latter approximately 995.⁶

In finding significant differences between the mean scores on Feeling of Difference and Inferiority of the institutional boys and the boys living in their own homes, we are but confirming the statements of Cooper and others⁷ relative to the possible effect of institutional life on children.

When the mean scores of the institutional group are compared with the mean scores of the foster home group (Table 25) the institutional boys reveal themselves, again, as more critical of themselves and of other boys. In addition they have a greater feeling of being different from other boys, and a greater feeling of inferiority than do the foster home children. On Superiority and Social Insight, however, their mean scores are practically identical. On Deviation from the Group Idea of Right the foster home children deviate more from the common ideal set by the "Hypothetical Average Boy." In this latter case note should be taken of the fact that the foster home group approximate more closely the high score of the general population group.

These observed differences in mean scores between the institutional and foster home groups are not, however, completely reliable differences as is shown by the critical ratios of the differences on the separate attitudes in Table 26. It should be noted, nevertheless, that on Self-Criticism, Inferiority and Deviation from the Group Idea of the Right the critical ratios exceed 2.00, and thus approximate reliable differences, the chances in 1,000 of a true difference greater than zero for the three categories being approximately 986, 993, and 996, respectively.⁸ On two other attitudes the ratios show positive ascendancy. What the trend would be if the comparative groups were larger, we cannot say. We can say, how-

⁶ *Ibid*,

⁷ Cooper, John M., *Children's Institutions*, 179.

Marie, Sister, "Planning for the Child's Future", 424.

Williams, R. R., "The Effects on Personality and Social Attitudes of Institutional Placement", 233-234.

⁸ Kelley, *op. cit*, 385.

ever, that such differences as are observed on Self-Criticism, Inferiority, and Deviation from the Group Idea of the Right offer a challenge to further study of the same with larger groups.

In Table 25, it is further to be noted that the foster home children closely approximate the mean scores of the general population on all but two categories of the test. The magnitude of their separate scores and their variations from the institutional scores are very similar. The slight differences which exist between the scores are statistically insignificant, as a study of Table 26 reveals. In only two instances does the critical ratio surpass 2.00. In the first instance, 2.11, in Social Insight, the chances in 1,000 of a true difference greater than zero are approximately 983. The ratio, 2.70, in Deviation from the Group Idea of the Right, is nearly an index of complete reliability, the chances in a 1,000 of a true difference greater than zero being 997.⁹ Here, again, a study involving larger numbers is warranted. In the latter category, nevertheless, it must be admitted that the foster home group approximates more closely the mean score of the general population than does the same score of the institutional boys. In Social Insight on the other hand the foster home group approximates the institutional group mean score.

In interpreting these scores a difficulty arises in explaining the high score of the general population on Deviation from the Group Idea of the Right. On all the other separate sections of the test these boys serve as an index of comparison, e.g., they are less critical of themselves and other boys, have less feeling of being different from other boys, feel less superior and inferior, and have a greater degree of social insight than do the other groups. They deviate, however, greatly from the common ideal established by the 912 boys on whom this norm was calculated. In explaining this deviation we can give no more forceful reason than this: the test simply measured how the boys themselves said they felt in reply to the 50 items of the test. We might add the hypothesis that these boys used greater imagination in replying to the items under the column "How I Think I Ought to Feel" than did the institutional children. It is to be noted that the foster home children also show

⁹ *Ibid.*

greater deviation from the common ideal set by the "Hypothetical Average Boy." It must be added here that Sweet does not say whether dependent institutional boys were included in the 912 on whose replies his standard was constructed.

As mentioned previously, it is only on Superiority and Social Insight that the mean scores of the institutional and foster home groups are nearly identical. In all other instances, including Deviation from the Group Idea of the Right, the foster home population approximates closely the mean scores of the general population. This close similarity of scores would lead us to believe that the configuration of the home has some effect on the patterns of behavior of a child. The "home" in all of its dynamic aspects, of which we have no measure, may possibly explain this striking agreement. The "home" is the common factor peculiar to the foster home and general population children. It would be interesting to know if such similarity between mean scores of foster home children and children living in their own homes, as compared with those living in institutions, would be constant if larger numbers were included in the experimental groups.

THE INFLUENCE OF CERTAIN FACTORS IN THE BOYS' LIVES ON THEIR PERSONAL ATTITUDES

Having observed the contrast between the foster home and general population mean scores on the one hand, and the institutional mean scores on the other hand, further analysis of the mean scores of the three groups in reference to known factors in the boys' lives is indicated. At the outset, it must be noted that chronological age cannot be regarded as explanatory of the contrasting scores, as the mean age of the three groups is nearly identical, 12.9 years for the institutional group and 12.8 years for the foster home and general population groups. In regard to age, however, note must be taken of the fact that Sweet, after an examination of the scores of approximately 800 boys, found that in every category, with the exception of Deviation from the Group Idea of the Right, age affected the scores to a very considerable extent. In Self-Criticism, Inferiority, and Social Insight the 13-year-old boys had the highest scores and the 14-year-old boys the lowest scores. In Criticism of

Others, Feeling of Difference, and Superiority the 14-year-olds had the highest and the 12-year-olds the lowest scores. The 12-year-olds deviated most and the 14-year-olds least from the Group Idea of the Right. Complete reliability of difference ratios were found in an analysis of the mean scores on Self-Criticism, Feeling of Difference, and Superiority. (Critical Ratios 3.044, 3.5849, 3.5128, respectively.)¹⁰

Our analysis is made in reference to the following known factors:

1. Years under care in an institution or foster home
2. Intelligence
3. School grade
4. Nationality
5. Marital status of parents
6. Occupation of father
7. Size of families
8. Order of sibship, or relative position of the boy in his family.

In no case was it possible to establish a relationship between the factors and the mean scores of the boys on the separate sections of the test.

YEARS UNDER CARE AND PERSONAL ATTITUDES

For the purpose of analyzing the scores of the institutional and foster home children in reference to the number of years these boys have been under care either in an institution or foster home, the mean number of years under care was accepted as a division point for each population. For the institutional boys it is 5.4 years; for the foster home boys it is 5.2 years. Taking five years as the approximate mean we have 28 boys or 66 percent of the institutional population under care more than five years, and 22, or 44 percent under care for less than five years. The number of foster home boys is evenly divided, 25 boys or 50 percent of the population being in each category. The mean scores of the two populations in reference to the number of years the boys have been under care in either an institution or foster home is shown in Table 27.

¹⁰ Sweet, Lennig, *op. cit.*, 23.

An inspection of Table 27 shows that in both populations there is no consistent tendency throughout the test for the boys who have been longest under care to have lower or higher scores than those under care a shorter period of time. The observed differences in all cases are not significant differences as the critical ratios in the Table reveal.¹¹ It is to be noted that there are but two instances in which the ratio is 1.00 or above.

In an attempt to discover if the foster home mean scores were affected in any way by the presence of 22 boys in the population who had lived in institutions for dependent children from one to five years previous to their foster home placement, the mean scores of these 22 boys were compared with the mean scores of the 28 who have been in foster homes only. No significant difference was found between the mean scores of these groups. The critical ratios are in all cases below 1.00.¹² The mean scores of both groups are presented in Table 28.

Table 28. Mean Scores of Foster Home Boys Who Have Had Some Institutional Life Experience and of Those Who Have Been in Foster Homes Only

Attitudes	Previously in Institutions			In Foster Homes Only			D	$\frac{D}{\sigma D}$
	N-22		Percent 44	N-28		Percent 56		
	Mean	S D	S E	Mean	S D	S E		
Self-Criticism . . .	18 20	9 80	2 09	17 15	10 15	1 92	1 05	0 37
Criticism of Others....	33 85	11 70	2 49	33 95	10 90	2 06	0 10	0.031
Feeling of Difference	32 95	10 95	2 33	31 45	13 60	2 57	1 50	0 43
Superiority... . . .	25 25	10 85	2 31	26 45	12 90	2 44	1 20	0 36
Inferiority . . .	6 80	7 10	1 51	5 70	4 85	0 92	1 10	0.62
Social Insight .	26.35	9 15	1 95	27 70	9 75	1 84	1 35	0 50
Deviation from the Group Idea of the Right	34 55	9 00	1 92	36 95	8 15	1 54	2 40	0.98

¹¹ Kelley, *op. cit.*, 374-381

¹² *Ibid.*

The above analyses lead us to the conclusion that the number of years a boy has been under care either in an institution or foster home has no demonstrable effect on the attitudes measured by the Personal Attitudes Test.

INTELLIGENCE AND PERSONAL ATTITUDES

Sweet, in his investigations, found the following correlation between IQ and scores on some sections of the Personal Attitudes Test.¹³

Self-Criticism .....	.16 ± .07
Criticism of Others.....	.21 ± .07
Feeling of Difference.....	.21 ± .07
Social Insight.....	.13 ± .07
Deviation from the group Idea of the Right.....	.14 ± .07

He concluded from this that there is no correlation between intelligence and the scores on the sections of his test.

In Table 29, we have compared the mean scores of the children in each population with an IQ at or above the mean for the population with those who have an IQ below this mean.

A study of Table 29 shows that our findings are in agreement with those of the author of the test. In the institutional population all critical ratios of differences observed between the two groups are below 1.00; in the foster home population five of the ratios are below 2.00 and two are below 1.00; in the general population two are below 2.00 and five are below 1.00. The differences thus observed, then, must be regarded as chance differences.¹⁴

SCHOOL GRADE AND PERSONAL ATTITUDES

The relationship between school grade and personal attitudes was next attempted. For this analysis the boys in each population were divided into two groups: those retarded one year or more in school, and those who are not retarded. It is to be noted here that despite retardation all boys have an IQ of 80 or above. Since 68

¹³ *Op. cit.*, 26.

¹⁴ Kelley, *op. cit.*, 373-384.

percent of the institutional, 78 percent of the foster home, and 12 percent of the general population are retarded in school the percentage of these at grade in school for their age is so disproportionate that no statistical analysis was undertaken. Table 30 presents the mean scores of the boys according to school grade.

Table 30. Distribution of Mean Scores on the Personal Attitudes Test with Respect to School Grade

	Institutional Group			Foster Home Group			General Population Group		
	Re- tarded in School	No re- tarda- tion		Re- tarded in School	No re- tarda- tion		Re- tarded in School	No re- tarda- tion	
	N-34 Per- cent 68	N-16 Per- cent 32		N-39 Per- cent 78	N-11 Per- cent 22		N-6 Per- cent 12	N-44 Per- cent 88	
Attitudes	Mean	Mean	D	Mean	Mean	D	Mean	Mean	D
Self-Criticism.	21.18	21.63	0.45	15.85	18.91	3.06	14.50	18.16	3.66
Criticism of Others.....	36.41	34.88	1.53	32.64	35.45	2.81	26.67	31.73	5.06
Feeling of Difference..	34.88	32.06	2.82	31.26	31.45	0.19	22.33	27.66	5.33
Superiority...	24.97	23.44	1.53	25.38	25.08	0.30	16.83	22.97	6.14
Inferiority....	9.74	8.56	1.18	5.72	6.18	0.46	6.00	4.43	1.57
Social Insight.	29.15	27.00	2.15	26.85	25.55	1.30	18.00	23.36	5.36
Deviation from the Group Idea of the Right	30.18	30.69	0.51	34.28	34.45	0.17	42.17	38.80	3.37

In Table 30, there appears but one consistent tendency in all three populations, namely, for the boys not retarded in school to have a superior score to those retarded in school. This exists on Self-Criticism. The boys at grade for their age in the institutional population have a mean score superior by 0.45 points; in the foster

home population it is 3.06 points; in the general population it is 3.16 points. On this basis it would seem that the boys not retarded in school are more self critical than boys who are retarded. In all other categories no consistent tendency is in evidence.

When analyzing the scores on the Test for Developmental Age in reference to the school grade attainment, the retarded and non-retarded boys in the institutional and foster home populations were grouped together irrespective of residence in order to permit statistical analysis. Such a grouping is dispensed with here due to the lack of a consistent tendency in the observed differences for all three populations. On *Self-Criticism*, where such a tendency exists, the closeness of mean scores in the institutional population shows further statistical analysis to be impractical.

From this presentation we must conclude that on the various categories of the Personal Attitudes Test no relationship could be established between scores and school grade of the boys.

NATIONALITY AND PERSONAL ATTITUDES

We next attempted to discover the relationship of nationality to the scores of the boys on the categories of the test. For the purpose of this analysis the boys in each population were again classified in two groups, namely, the boys who are native born of native parentage, and boys of all other known nationality (native born of mixed parentage, native born of foreign parentage, foreign born of foreign parentage). In the first group we have 15 institutional, 34 foster home and 30 general population children. In the second group, there are 32, 8 and 20 boys in the institutional, foster home and general populations, respectively. Three boys in the institutional and eight in the foster home population are omitted from the above groups since the birthplace of one or both of their parents is unknown. No refined statistical analysis was attempted due to the small numbers involved. Table 31 presents the mean scores of the boys according to nationality.

In Table 31 we again see the lack of a consistent tendency in all populations in the majority of the categories of the test. A slight tendency is observed in *Inferiority* and *Social Insight* for the native

Table 31. Distribution of Mean Scores on the Attitudes Test in Relation to Nationality

Attitudes	Institutional Group				Foster Home Group				General Population Group			
	Native Born of Native Percentage		Other Known Nationality		Native Born of Native Percentage		Other Known Nationality		Native Born of Native Percentage		Other Known Nationality	
	N-15 Per- cent 30	N-32 Per- cent 64	Mean	D	N-34 Per- cent 68	N-8 Per- cent 16	Mean	D	N-30 Per- cent 60	N-20 Per- cent 40	Mean	D
	Mean	Mean	Mean	D	Mean	Mean	Mean	D	Mean	Mean	Mean	D
Self-Criticism	21 67	23 44	1 77		17 38	17 88	0 50		18 43	16 15	2 28	
Criticism of Others	34 67	37 06	2 39		35 32	26 38	8 94		32 37	29 25	3 12	
Feeling of Difference.	33 07	35 94	2 87		32 97	22 13	10 84		28 37	25 00	3 37	
Superiority	22 07	26 60	4 43		27 53	16 25	11 28		23 10	20 95	2 15	
Inferiority	10 73	9 31	1 42		6 26	5 88	0 38		5 07	3 95	1 12	
Social Insight	29 47	28 47	1 00		28 15	20 63	7 52		22 77	22 65	0 12	
Deviation from the Group												
Idea of the Right	30 87	29 25	1 62		34 82	36 50	1 68		39 83	32 25	7 58	

born of native parentage group to have a greater feeling of inferiority and a lesser degree of social insight than the boys of other known nationality. The differences involved, however, are great in only one instance, that of the foster home population in Social Insight. This lack of a consistent tendency, together with the small differences existing where such a tendency is present, lead us to the conclusion that nationality does not differentiate scores of boys on the Personal Attitudes Test.

MARITAL STATUS OF PARENTS AND PERSONAL ATTITUDES

What is the relationship between the marital status of a child's parents and his score on the test? Since the marital status of a child's parents either alone or together with other influences in the family life often indicates the reason for his dependency, its relationship to the child's attitudes was next studied. The boys were divided into two groups for this analysis, namely, those whose parents are married and living together, and those whose parents are dead, divorced, separated through illness or other cause, deserted and unmarried. The latter group will be referred to as boys from "broken homes." Such a classification provided 11 institutional and eight foster home children in the first group and 39 institutional and 42 foster home boys in the second group. Here, as in the case of the Test for Developmental Age, the general population was not considered in the analysis because the parents of all but one child in this group are married and living together. This boy's father is dead but his home life has been preserved. In Table 32, no refined statistical analysis of the mean scores is presented due to the disproportionate numbers involved.

A comparison of the mean scores in Table 32 discloses no consistent tendency in Self-Criticism, Inferiority, and Deviation from the Group Idea of the Right. It is to be noted, however, that consistent tendencies do exist in Criticism of Others, Feeling of Difference, Superiority, and Social Insight. The boys whose parents are married and living together reveal themselves as more critical of others, as having a greater feeling of being different from

Table 32. Distribution of Mean Scores on the Personal Attitudes Test According to the Marital Status of the Boys' Parents

Attitudes	Institutional Group		D	Foster Home Group		D
	Boys' Parents Married and Living Together	Boys' from Broken Homes		Boys' Parents Married and Living Together	Boys' from Broken Homes	
	N-11 Per- cent 22	N-39 Per- cent 78		N-8 Per- cent 16	N-42 Per- cent 84	
	Mean	Mean		Mean	Mean	
Self-Criticism . . .	16.27	23.64	7.37	24.13	15.33	8.80
Criticism of Others	38.36	35.23	3.13	41.38	31.71	9.67
Feeling of Differ- ence	37.27	33.92	3.35	41.13	29.43	11.70
Superiority	31.00	23.51	7.49	34.38	23.62	10.76
Inferiority	6.09	10.28	4.19	6.25	5.74	0.51
Social Insight . . .	30.27	27.74	2.53	33.00	25.33	7.67
Deviation from the Group Idea of the Right . . .	32.27	29.79	2.48	32.38	35.38	3.00

other boys, as possessed of a greater feeling of superiority, together with a lower degree of social insight than the boys from "broken homes." On Inferiority, the boys in the "broken homes" classification have scores superior to the others in each population. The observed difference in the latter category in the foster home population is, however, very small. The differences observed in the other sections mentioned above are, on the other hand, worthy of note as they range from 2.53 to 11.70 points. Due to our small numbers, we are unable to calculate statistically the reliability of such differences. Such differences are, however, a challenge for greater study of the attitudes of a larger group of dependent children. Here again, we are forced to conclude that there is no

demonstrable relationship between the marital status of a child's parents and a child's score on the categories of this test.

OCCUPATION OF FATHER AND PERSONAL ATTITUDES

An analysis of scores on the Personal Attitudes Test was next attempted in relation to the occupational classification of the boys' fathers to which we have referred as an index of the socio-economic condition of the homes from which these children come. The occupational classifications presented in Table 10 are again regrouped into two major categories in order to increase the numbers involved. The first category embraces Groups I to III, that is the professional, semi-professional and skilled workmen; nine fathers of institutional, eight fathers of foster home, and 14 fathers of boys in the general population are included in this category. The second category contains Group V to VII, that is the semi-skilled, slightly skilled workmen and day laborers. Twenty-five fathers of institutional boys, 28 fathers of foster home, and 36 fathers of general population boys are included in this classification. Group IV, that is, farmers, is again omitted in the present regrouping. Table 33 presents the distribution of the children's scores according to their fathers' occupation.

It is apparent from Table 33 that there is no relationship between the socio-economic status of a child's home and his attitudes as measured by the Personal Attitudes Test. No consistent tendency is evident in the differences observed between the groups in each population. Smallness of number again prevented statistical analysis of the scores.

SIZE OF FAMILY AND PERSONAL ATTITUDES

Our analysis of the Test for Developmental Age in relationship to the size of the child's family revealed a consistent tendency for the boys from smaller sized families to have superior developmental quotient scores to those boys coming from larger families. On the Personal Attitudes Test, however, a consistent tendency is observed in Table 34 for Inferiority only.

Table 33. Distribution of Mean Scores on the Personal Attitudes Test
According to Occupational Classification of the Boys' Fathers

	Institutional Group			Foster Home Group			General Population Group		
	Occupational Classification			Occupational Classification			Occupational Classification		
	Groups I-III	Groups V-VII		Groups I-III	Groups V-VII		Groups I-III	Groups V-VII	
	N-9 Per-cent 18 Mean	N-25 Per-cent 50 Mean	D	N-8 Per-cent 16 Mean	N-23 Per-cent 56 Mean	D	N-14 Per-cent 23 Mean	N-23 Per-cent 72 Mean	D
Attitudes									
Self-Criticism . . .	26 33	16 24	10 09	14 75	16 93	2 18	17 64	17 75	0 11
Criticism of Others . .	34 00	35 96	1 96	30 61	35 25	4 64	34 43	29 83	4 60
Feeling of Difference . .	31 67	35 08	3 41	30 50	33 71	3 21	32 57	24 86	7 71
Superiority . . .	20 11	29 00	8 89	25 63	27 79	2 16	27 36	20 25	7 11
Inferiority	11 22	5 56	5 66	5 25	5 54	0 29	4 57	4 64	0 07
Social Insight	27 44	29 56	2 12	26 25	28 39	2 14	26 07	21 36	4 71
Deviation from the Group									
Idea of the Right	26 22	34 96	8 74	37 13	35 61	1 52	37 50	39 86	2 36

In Table 34 it is shown that the boys from families larger in size than the mean for the whole population have a greater feeling of inferiority than do the children from families of mean or less than the mean size. The differences, as revealed by the critical ratios of 0.66, 0.12 and 2.16 for the institutional, foster home and general populations, respectively, are, nevertheless, insignificant.¹⁵ Note should be taken of the 2.16 critical ratio of the general population scores, the chance in 1,000 of a true difference greater than zero being approximately 985.¹⁶ On only one other category—Feeling of Difference—does the critical ratio of the general population children exceed 2.00. On the basis of this critical ratio (2.31) the chances in 1,000 of a true difference greater than zero are approximately 990.¹⁷ The general population has plus 1.00 critical ratios on four categories of the test, and less than 1.00 on one other category. The institutional population in only two instances has a critical ratio of plus 1.00. In all other cases the ratios are below 1.00. The foster home population has but one ratio of plus 1.00; the other ratios are below 1.00. Thus our inspection of these data assures us that there is no significant relationship between the size of a child's family and his scores on the Personal Attitudes Test.

SIBSHIP POSITION AND PERSONAL ATTITUDES

Classifying the boys on the basis of sibship position in the family, we attempted to discover whether or not birth rank differentiated the groups in respect to mean scores on the Personal Attitudes Test. The classification of "Only Child", "Oldest Child", "Youngest Child", and "Middle Child" in Table 13 were held for this analysis. The mean scores of the boys in each classification appear in Table 35.

¹⁵ Kelley, *op. cit.*, 374, 379, 385.

¹⁶ *Ibid.*

¹⁷ *Ibid.*

Table 35. Distribution of Mean Scores on the
Position of the Boy

Attitudes	Institutional Group			
	Sibship Position			
	Only Child	Oldest Child	Youngest Child	Middle- Child
	N-3 Per- cent 6	N-2 Per- cent 4	N-13 Per- cent 26	N-32 Per- cent 64
	Mean	Mean	Mean	Mean
Self-Criticism.	21 00	20 50	23.54	21.59
Criticism of Others.	38 33	34 50	38.69	34.66
Feeling of Difference.	32.67	33 50	38.85	33.22
Superiority.	23 33	25 50	30.15	23.28
Inferiority.	9 33	8 50	8 54	9.75
Social Insight.	28 33	21.00	30.08	28.22
Deviation from the Group Idea of the Right	32 00	33.00	31.54	29.53

Personal Attitudes Test According to Sibship
in Their Families

Foster Home Group

General Population Group

Sibship Position				Sibship Position			
Only Child	Oldest Child	Youngest Child	Middle Child	Only Child	Oldest Child	Youngest Child	Middle Child
N-4 Percent 8	N-5 Percent 10	N-16 Percent 32	N-25 Percent 50	N-3 Percent 6	N-17 Percent 34	N-9 Percent 18	N-21 Percent 42
Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean
15.50	20.60	16.19	16.52	6.33	20.12	18.22	16.71
27.50	35.80	33.25	33.68	28.67	30.53	31.11	31.95
20.25	33.00	30.81	33.04	27.00	25.06	25.78	29.14
16.50	24.00	25.50	26.92	25.00	20.82	19.78	24.05
3.75	8.60	5.13	6.04	2.00	4.06	5.78	4.95
22.25	29.80	27.63	25.92	19.67	22.24	22.33	23.71
33.50	28.00	36.38	35.96	43.33	37.59	38.11	40.29

It is to be noted from Table 35 that here, again, no consistent tendency in differences is observed on the several categories of the test in all three populations. The disproportionate number of boys under each classification in Table 35 makes impractical even the drawing of conclusions from observed differences within each population. The Table itself is evidence enough that birth rank bears no relationship to a child's attitudes, as measured by this test.

Since the foregoing analyses of mean scores on the Personal Attitudes Test in reference to known factors in the environment of the boys in each population revealed no significant differences, we are forced to conclude that the contrast observed between the scores of institutional, foster home and general populations must be due to factors inherent in the boys or to factors of their environment or both, for which we have no measure.

SPECIAL TYPES OF SCORES

Sweet, in his study of the validity of his test, found that certain types of scores on the several categories were indicative of specific behavior patterns.¹⁸ This led him to the conclusion that the test has positive value in discovering boys who present emotional and behavior problems. The types of scores which he found usually indicative of emotional and behavior problems are as follows:

- a) A score of at least 30 points less in Criticism of Self than in Criticism of the average boy.
- b) High Scores, say 30 and over in the categories Self-Criticism, Criticism of Others, and Feeling of Difference.
- c) A score of 30 points more in Superiority than Inferiority.
- d) Being in the lowest quarter of the boys' tests in Superiority score, while being in the top quarter in Inferiority.

Following Sweet's method the number of boys in the institutional, foster home and general population who have obtained types of scores indicative of emotional and behavior problems is presented in Table 36.

¹⁸ Sweet, Lennig, *op. cit.*, 10 ff; also *Manual of Directions*, N. Y. Association Press, 5-6

Table 36. Special Types of Scores on the Personal Attitudes Test

	Institutional Group		Foster Home Group		General Population Group	
	N.	Per-cent	N.	Per-cent	N.	Per-cent
30 Points less in Self-Criticism than in Criticism of the Average Boy.....	9	18	6	12	3	6
30 Points and over in Self-Criticism, Criticism of the Average and Feeling of Difference....	13	26	5	10	2	4
30 Points more in Superiority than in Inferiority.....	13	26	16	32	13	26
Lowest quarter in Superiority while in the top quarter in Inferiority.....	7	14	2	4	4	8

Table 36 shows that nine institutional, six foster home and three of the general population boys obtained scores of 30 points less in Self-Criticism than in Criticism of the Average Boy. According to Sweet,¹⁹ this type of score is apt to indicate a boy who, in the opinion of a psychiatrist, will not accept blame for his faults, who is unpopular and who is making a poor group adjustment. It is to be noted that the number of institutional boys (nine) thus classed, equals the combined number of foster home and general population boys.

A greater number of institutional boys—13, Table 36 also reveals, have scores of 30 points and over in Self-Criticism, Criticism of the Average Boy, and Feeling of Difference. The foster home and general populations have but five and two boys, respectively. Sweet says these scores indicate a boy who is lonesome, feels insecure, is tempted to run away, likes to be by himself, is bashful and a poor mixer. The large percentage of institutional boys thus classified seems to bear out the criticisms made of institutional

¹⁹ *Ibid.*

children and of institutions themselves by writers in the field of child welfare.²⁰

No appreciable difference is observed among the groups on the next type of score, namely, 30 points more in Superiority than in Inferiority. All three populations offer large numbers, the foster home group offering the greatest number, 16. Both the institutional and general populations have an identical number with such scores. This type of score denotes a high feeling of superiority, a too great confidence in one's own ability. It is interesting to note that in the mean scores on Superiority in Table 25 the institutional and foster home groups are nearly identical, while the general population has a lower mean score. Here, however, the number of boys in the institutional and general populations with a high feeling of superiority is identical, while the foster home population offers the greatest number of boys with a high feeling of superiority.

Sweet found that boys in the lowest quartile of scores on Superiority and at the same time in the highest quartile on Inferiority are apt to be boys with a great feeling of inferiority or inadequacy. They lack confidence in their own ability. Seven institutional, two foster home and four general population boys are thus classified in Table 36. The superior number of institutional boys with such scores confirms the observations made in discussing the mean scores of the institutional and general population boys on Inferiority (Table 25). A critical ratio of complete reliability (Table 26) revealed the former group as possessing a significantly greater feeling of inferiority than the general population children.

It is interesting to note that the above-mentioned scores agree in certain instances with observations made in the case records of the institutional and foster home boys. The overt delinquency

²⁰ Cooper, John M., *Children's Institutions*, 116, 175, 179.

Coates, Elizabeth, "What Ordinary Life Experiences Should Be Provided for the Institutional Child", 321-326.

Marie, Sister, "Planning for the Child's Future", 421-426.

Reeder, Rudolph R., *Training Youth for the New Social Order*, 65 ff.

Williams, R. R., "The Effects on Personality and Social Attitudes of Institutional Placement", 231-238

record of seven institutional and 10 foster home boys, as revealed in the case records, is as follows:

Institutional Boys:	<ol style="list-style-type: none"> 1. Stealing money. 2. Shoplifting; member of a bad gang. 3. Stealing, shoplifting; member of a gang. 4. Ran away from institution (3 boys) 5. Problem child.
Foster Home Boys:	<ol style="list-style-type: none"> 1. Ran away (5 boys) 2. Problem in school. 3. Behavior problem at home and at school. 4. Problem in school and destructive of school property. 5. Stealing. 6. Petty stealing; truancy; destructive.

In the classification of special types of scores considered indicative of problem boys (Table 36) all seven institutional boys are included in one or the other of the classifications. In three cases the boys were included in two separate classifications. With the foster home children, however, there is agreement in only three instances between the special types of scores in Table 36, and the case record reports concerning the boys.

Mention must be made here of another finding of Sweet. Through the correlation of scores on the Personal Attitude Tests, with scores on tests of honesty, etc., in the Character Education Inquiry Tests, mentioned at the outset of this Chapter, he found that boys with a score of over 20 in Deviation from the Group Idea of the Right are apt to be quite unpopular with their fellows, to be non-cooperative and dishonest in school. Similar indications were found for boys with scores of 8 or under on Social Insight. The present study, however, does not agree with this finding. Boys with scores of over 20 in Deviation from the Group Idea of the Right number 43 in the institutional, 45 in the foster home, and 50 in the general population. As the whole general population group and nearly the whole institutional and foster home groups are thus classified, it does not seem possible that such a conclusion is warranted for the experimental populations of our study. The same holds true for the similar conclusion drawn from low Social In-

sight scores (8 and under). Only two boys are thus classified in our study and these are in the general population.

SUMMARY

A comparison of the mean scores of the institutional, foster home and general populations on the several categories of the Personal Attitudes Test for Younger Boys, revealed our institutional children as more critical of themselves and of others than the other two groups. In addition, they appeared to have a greater feeling of being different from other boys, and a greater feeling of inferiority than either the foster home or general population children. The mean scores of the institutional and foster home groups on Superiority and Social Insight were, however, nearly identical. Both groups had a greater feeling of superiority and lower social insight than the children living at home. In the case of the institutional children this slight feeling of superiority was counterbalanced by a high feeling of inferiority. Further, it was found that the general population deviated most from the common ideal set by the "Hypothetical Average Boy" on the Group Idea of the Right, while the institutional group approximated most closely this common ideal. The foster home population approached more closely the general than the institutional population on this category.

In the comparisons made of the mean scores it was further pointed out that the foster home boys on all the categories of the test, except Superiority and Social Insight, approximated closely the general population scores. The critical ratios of the differences in their mean scores revealed these differences to be chance differences. A high critical ratio was, nevertheless, obtained on Deviation from the Group Idea of the Right, namely 2.70. Ratios of complete reliability (3.00 and over) between the institutional and general population mean scores on the other hand, revealed the institutional children as feeling significantly different from and inferior to other boys coupled with a low degree of social insight. These findings, we have pointed out, are in agreement with the statements of writers in the field of child welfare. A critical ratio of 5.47 was also obtained for the observed differences on Deviation from the Group Idea of the Right. Critical ratios superior

to 2.00 were found on Self Criticism, and Criticism of Others, while on Superiority the ratio exceeded 1.00.

In an attempt to account for the contrast between the foster home and general population mean scores on the one hand, and the institutional mean scores on the other hand, the data of the test were analyzed in reference to known factors in the environment of the boys. These factors were as follows:

1. Years under care in an institution or foster home
2. Intelligence
3. School grade
4. Nationality
5. Marital status of parents
6. Occupation of father
7. Size of families
8. Order of sibship, or relative position of the boy in his family.

In no instance was it possible to discover a relationship between these factors and the scores on the several categories of the test. In a few instances, however, consistent tendencies together with critical ratios positive in ascendancy were noted in the relationship of some factors to scores on separate categories of the test. In these instances further investigation of the relationships involved is warranted.

The special types of scores which Sweet found indicative of emotional and behavior problems in boys were in close agreement in certain instances with observations made in the case records of the institutional and foster home boys. Seven institutional boys, and three of the 10 foster home boys, who were spoken of in case records as presenting emotional and behavior problems, were included in at least one classification of special types of scores. In addition, these special types of scores confirmed, in all but one instance, observations made in discussing the mean scores obtained on the separate categories of the test. The scores on Social Insight and Deviation from the Group Idea of the Right, which Sweet found indicative of a boy who is unpopular, non-cooperative, and dishonest in school, did not, however, hold for this study.

CHAPTER VI

ATTITUDES TOWARDS THE FAMILY SITUATION

In the preceding chapters we have discussed certain non-intellectual traits of the three groups of boys who are subjects of this study. These traits, as they were revealed through the standardized tests employed as tools in the study, were classified and the results analyzed statistically in order that significant differences and likenesses might be revealed. At the conclusion of this part of the study, however, there remained certain lines of inquiry which the author was desirous of pursuing and for which there seemed to be no well standardized procedure.

THE INTERVIEW METHOD

For this part of the study, therefore, the method of the interview was employed. An effort was made to secure some uniformity of procedure since 150 subjects were to be approached. A list was first made of all the items of information which the author wished to include in his inquiry. This list was prepared after consultation with his advisers and with many persons, both religious and lay, engaged in work with dependent children. When this list was completed an interview form was prepared, designed to elicit response from the subjects to the items of inquiry which had been listed. The form was then presented to six institutional boys in separate individual interviews in order to test its practicality. It was found that the time required for each interview ranged from 20 to 30 minutes. Further examination of the results assured the author that satisfactory responses to the inquiry items could be obtained in this manner. The schedule was then reduced to its final form. The instructions appearing at the top of the mimeographed sheet were as follows:

Here are a number of statements which I want you to read carefully. After reading each statement look over the items below the statement and see which ones appeal to

you more than others. Make your choice as directed in the statement and tell me what it is.*

A number of items of inquiry contained in the schedule were intended to reveal something of the child's interest in his family situation, his attitude towards that situation, and his interpretation of it. It was hoped also to gain some idea of his attitude towards his own parents and siblings and towards those who were giving him care in the cases where he was not cared for by his own parents. *Seven statements in all were centered about this line of inquiry.* The responses are classified and presented in the remaining section of this chapter. The result of other lines of inquiry will be presented in the chapters which follow.

The author is fully aware of the limitations of this method of approach to his subject, that is, the informal interview method. He recognizes the fact that much of the information received is of a subjective nature and that it is not subject to external checks. For this reason, therefore, he cannot claim for his results a high degree of reliability. However he does make claim to the fact that the method of approach to his inquiry was easy and informal and that some incentive was provided for telling the truth. Furthermore, as the pages which follow will show, there were many occasions to check within the data themselves. These checks on the whole showed a fairly logical and consistent picture of the relations which the author was attempting to depict.

FAMILY INTERESTS AND AFFECTIONS

We will now consider the first item of inquiry studied through the interview, the family interests and affections, the thoughts of home and of parents, revealed by the subjects of the study. This line of inquiry was proposed in an attempt to discover if the attitude of the institutional and foster home boys towards their own families and their interest in them differs appreciably from this same attitude and interest of the boys who have been living continuously in the homes of their own parents. Five statements were designed

* cf Appendix: Standardized Interview.

to obtain this information, the first of which, a choice of holidays, we will now consider.

CHOICE OF HOLIDAYS

An analysis of the statement relating to holidays, presented with the hope that some bits of information might be secured regarding the child's family interests and attitudes, is described here:

Here are a number of holidays. There are certain ones that everybody likes in preference to others. Underline your first choice and mark it "1"; your second choice and mark it "2"; your third choice and mark it "3". If the one you like best is not listed below, write it in.

Washington's Birthday	Mother's Day	Labor Day
Fourth of July	Columbus Day	Easter
Lincoln's Birthday	Memorial Day	Father's Day

In this list of holidays no mention is made of Thanksgiving, Christmas, or New Year's Day. These popular holidays were omitted from the list to give the children every opportunity of choosing Mother's Day and Father's Day. Some of the boys, as may be seen in Table 37, availed themselves of the opportunity of adding these holidays to the list. Christmas alone was added by nine institutional and four general population boys. Twelve foster home children made varied choices of all three, 10 adding Christmas, one Thanksgiving and another Thanksgiving, Christmas, and New Year's.

A study of this Table (37) reveals a marked similarity between the foster home and general population groups' choice of holidays. Father's Day and Washington's Birthday occupy the same position of importance in each group. With the institutional population these same holidays appear in a different order, e.g., Easter, Mother's Day, Washington's Birthday, Fourth of July, and Father's Day. In all populations it is to be noted that over half of the boys made Mother's Day one of their three choices—38 in the general population, 33 in the foster home, and 26 in the institutional population. Mother's Day, however, ranks first in the foster home and general population choices but it is second to Easter in the choices of our institutional group. Father's Day, on the other hand,

Table 37. Choice of Holidays

Institutional Group		Foster Home Group		General Population Group	
Holidays	Total Choices 150	Holidays	Total Choices 150	Holidays	Total Choices 150
Easter.....	43	Mother's Day..	33	Mother's Day..	38
Mother's Day...	26	Easter.....	28	Easter.....	36
Washington's Birthday.....	22	Fourth of July..	23	Fourth of July..	32
Fourth of July..	19	Father's Day...	21	Father's Day...	17
Father's Day...	11	Washington's Birthday....	14	Washington's Birthday....	11
Christmas.....	9	Christmas.....	12	Memorial Day..	9
Lincoln's Birthday....	9	Lincoln's Birthday....	7	Christmas.....	4
Memorial Day..	7	Memorial Day	6	Lincoln's Birthday....	1
Columbus Day..	3	Thanksgiving..	2	Labor Day....	1
Labor Day.....	1	Columbus Day..	2	Columbus Day..	1
		Labor Day....	1		
		New Year's Day.....	1		

received but a small number of the children's choices. Further study of the three choices shows that 17 foster home, 16 general population, and but seven institutional children made a choice of both Mother's Day and Father's Day. It appears, then, that Mother's Day and Father's Day are not as popular with the institutional children as they are with the other two groups. What is more we have 20 members of the institutional population, 13 foster home and 10 general population boys who made no choice at all of these family days.

The evident popularity of Easter in all populations may be traced to the fact that all our interviews were given just previous to and following the Easter season.

CHOICE OF HEROES

In our second approach to this line of inquiry there were listed the names of 16 men. The children were instructed to make a first,

second and third choice of those whom they wish to be like when grown up. The statement is as follows:

All boys usually have in mind a man whom they wish to be like when they grow up. From the list below make your first choice, your second choice, your third choice. If your preferences are not listed below, write them in.

Eddie Rickenbacker	Al Smith	Thomas Edison	Your Father
John D. Rockefeller	Joe Penner	Charlie Chaplin	The Chaplain (Priest)
Your Foster Father	Dizzy Dean	The Minister	President Roosevelt
George Washington	Mussolini	Bobby Jones	Henry Ford

"Your Father" for all groups, and "Your Foster Father," in addition, for the foster home boys, were placed in this list to see the extent to which father and foster father appear in what might be termed a choice of boyhood heroes.

A composite of first, second and third choices of men they wish to be like when they grow up appears in Table 38.

Table 38. Choice of Heroes

Institutional Group		Foster Home Group		General Population Group	
Name	Total Choices 150	Name	Total Choices 150	Name	Total Choices 150
Rickenbacker...	26	Dean . . .	27	Rickenbacker	31
Dean.....	23	Washington.	21	Priest	23
Roosevelt.	22	Roosevelt .	16	Edison	20
Father.....	20	Father . . .	12	Dean . . .	19
Edison.....	18	Foster Father	9	Father	11
Washington ..	12	Ford ..	9	Roosevelt ..	9
Smith	6	Rickenbacker	9	Washington. .	8
Jones	6	Edison.....	8	Penner	7
Chaplain(Priest)	6	Penner	8	Rockefeller....	7
Ford...	4	Priest	6	Jones	5
Penner.	3	Minister. . .	6	Ford	4
Chaplin	3	Rockefeller .	6	Chaplin.....	4
Rockefeller . .	2	Smith	3	Smith.	1
Special choices	4	Jones. . . .	3	Special choices	1
		Chaplin . . .	3		
		Special choices	4		

Romantic heroes occupy first place in the choices of all the children, Table 38 reveals. Father, however, was given fourth place in the institutional and foster home group choices and fifth place in the general population total choices. Almost the same number of children in the foster home and general populations made a choice of their father. From this it appears that he is more of a hero with the institutional boys than with the other two groups. Captain Eddie Rickenbacker, however, is the hero who received the greatest number of choices in both the institutional and general population, with Dizzy Dean, the glamorous figure of baseball, occupying a similar position in the choices of the foster home children. Dizzy Dean and President Roosevelt in the institutional, George Washington and President Roosevelt in the foster home, and the Priest, Thomas Edison, and Dizzy Dean in the general population, rank ahead of the boys' father in the respective groups.

In our foster home population the proximity of foster father to the boys' own father is worthy of note. Nine boys made him one of their choices, thus placing him next to their father on the list of total choices. Five of these nine boys had also made a choice of their own father. Worthy of note also is the choice of chaplain by six institutional boys. For this group the chaplain of the institution in a sense occupies the position of foster father. Father was also the choice of two of these children. This popularity of religious superiors, in the person of priest and minister, is also evident in the other populations, 12 foster home and 23 general population children making such a choice. In the latter group priest ranks second in popularity.

Of all the names submitted for consideration only one was passed over completely by all the children. Premier Mussolini failed to receive a mention. On the other hand four institutional, two foster home, and one general population boys made choices of persons not included in the submitted list. The institutional boys added the following names to their list: Cliff Montgomery (former Columbia University football star), Colonel Charles Lindbergh, Buffalo Bill, and the name of a frequent visitor at one of the institutions. Rudy Vallee, Major Bowes, Jimmy Fox (first baseman of the Boston Red Sox baseball team), and Colonel

Charles Lindbergh were mentioned by the two foster home boys. Eddie Cantor was the sole addition to the general population list.

PERSONS FOR WHOM THEY WOULD CARE MOST TO DO SOMETHING

A motive of love, designed to reveal family interests and affections, was introduced in statement "3." This statement reads as follows:

It is often said of boys that they will do anything for someone they love. Here is a list of persons you know very well. For whom would you care most to run errands, help with their work, do a favor, etc.? Make your first, second, and third choice. If such a person is not listed below, write in who he or she is.

Athletic Director	Foster Father	Mother	Sister	Teacher
Sisters in Institution	Minister	Uncle	Aunt	Father
Chaplain (Priest)	Chum	Brother	Foster Mother	Cousin

Those persons whom the children would care to aid in every way are presented in Table 39. In this Table the three choices are considered jointly.

Table 39. Person for Whom the Children Would Care Most to do Something

Institutional Group		Foster Home Group		General Population Group	
Persons	Total Choices 150	Persons	Total Choices 150	Persons	Total Choices 150
Mother	43	Mother	32	Mother	46
Father	33	Foster Mother	17	Father	40
Brother	16	Sister	15	Priest	22
Sisters in Inst.	14	Teacher	15	Teacher	15
Sister	13	Father	13	Brother	9
Teacher	8	Brother	12	Sister	6
Uncle	7	Foster Father	11	Chum	5
Chaplain (Priest)	5	Priest	10	Uncle	4
Cousin	3	Minister	7	Aunt	2
Athletic Director	3	Chum	5	Cousin	1
Chum	2	Athl. Director	3		
Aunt	2	Uncle	3		
Special Choices	1	Aunt	2		
		Cousin	2		
		Special Choices	3		

This question brought forth very clearly the thought of parents and of family in the minds of our institutional and foster home children. In all three groups mother ranks first in their choices, with father in second place in the institutional and general populations. In the choices of the foster home children father ranks fifth. In our first statement (Holidays), it will be remembered that the foster home group approached more closely the choices of the boys living at home than did our institutional population. Here, however, the order is reversed. This may be due to the proximity of foster mother and foster father to the children's own parents in the total choices of this group. It is well to mention here the choices of the two foster home boys who have adopted the family name of their foster parents to whom they refer as mother and father. In replying to statements "1" and "2" these boys made no reference to mother and father. In the question under consideration, however, one chose both mother and father, and the other chose mother.

An analysis of the individual replies to this question shows that in the foster home group we have seven boys who made choices from their natural and foster families. An additional seven members of this same group included both foster mother and foster father in their choices, while another made all three choices within his foster home, e.g., foster mother, foster father, foster grandparents. Foster grandparents is one of the three special choices made by this group of boys. The other two are foster sister and stepbrother. The one special choice noted in the institutional population is the visitor to the institution already referred to in discussing Table 38. It is to be noted, also, that seven institutional children made choices from both their natural and foster families (Sisters in institution and chaplain). All together these boys made 19 mentions of their foster family as compared to 28 in the other dependent group.

A further study of this same Table shows evidence of the great affection among siblings in our dependent groups. These, however, rank much below priest and teacher in the choices of the children living with their own parents. This further note of strength in the family ties of our dependent groups is greatly

enhanced by a detailed study of the several choices made by all the children in replying to this question. In the institutional group 17 children made all three of their choices within their immediate family circle of mother, father, sister, and brother, and another 18 chose both mother and father. In the foster home population but nine children made all three choices within their own family, while six more chose both mother and father. Ten of the boys living at home made their family the sole object of their choices, with an additional 27 choosing both mother and father. In considering the total number of choices within the children's own families, then, our institutional group ranks second to the general population. In the individual replies it is also interesting to note that the children's own families appear at least once in the choices of all 50 members of our general population, of 49 members of the institutional population, and of 47 members of the foster home group. The one institutional child not included in this classification made a choice of Mother's Day and Father's Day in statement "1;" of the three foster home boys, one had made a similar choice in statement "1," another chose Mother's Day, while the third failed to mention his family in his replies to this section of our inquiry. None of these children made a choice of their father in the second statement.

One institutional child said that he wished he had an uncle to run errands for. According to his own statement he chose uncle with this in mind.

PERSONS TO WHOM THEY WOULD GO TO FOR ADVICE

Another statement intended to reveal family attitudes and interests follows:

If you had something very important to decide to whom would you go for advice? Mark your first, second, and third choice. If the person to whom you would go for advice is not listed below, write in who he or she is

Sisters of Institution	Father	Chaplain (Priest)	A Stranger	Teacher
Favorite Chum	Brother	Foster Mother	Minister	Mother
Superintendent	Sister	Foster Father	Relatives	Nobody

This list is very similar to that included in the preceding inquiry. Aunt, Uncle, and Cousin of the preceding statement, however, are combined into Relatives here. Athletic Director is also missing from this list. Superintendent (distinct from chaplain in one institution cooperating in this study), Stranger, and Nobody, which did not appear in the preceding statement, might as well have been omitted here since they failed to elicit any response from the children.. The persons to whom the children reported they would go for advice appear in Table 40.

Table 40. Persons to Whom the Children Would Go for Advice

Institutional Group		Foster Home Group		General Population Group	
Persons	Total Choices 150	Persons	Total Choices 150	Persons	Total Choices 150
Father.....	37	Mother.....	32	Mother.....	44
Mother.....	30	Father.....	26	Father.....	42
Chaplain(Priest)	24	Teacher.....	19	Priest.....	33
Sisters in Inst...	21	Foster Mother..	17	Teacher.....	21
Teacher.....	18	Foster Father..	14	Sister.....	5
Brother.....	6	Priest	8	Relatives.....	2
Relatives.....	6	Minister.....	7	Favorite Chum..	2
Sister.....	4	Sister.....	6	Brother.....	1
Favorite Chum..	4	Favorite Chum..	6		
		Brother.....	5		
		Relatives	4		
		Special Choices.	6		

Examination of this Table reveals that mother and father rank first and second in the choices of all three populations. In total choices made of mother and father we again see the institutional group closer to the general population. A study of the individual replies shows that in our institutional and foster home populations three boys made all three of their choices within their own families, 21 chose both mother and father, and three made two choices from other members of their immediate families. In

our general population three boys also made their choices within their own families, with 34 selecting both mother and father, and two others choosing two other members of their families. All members of our general population made at least one mention of their families in their choices. We have, however, three institutional and 10 foster home children who made no choice from within their family circle. What is more, two of these ten foster home boys made no choice of foster parents. The two foster home children who speak of their foster parents as their real parents, it should be noted, chose both mother and father.

As has already been mentioned, our foster home children made fewer choices of their own parents. This fact might again be attributed to the presence of foster mother and foster father in the submitted list. Both foster parents follow teacher in Table 40, receiving approximately one-fifth of the total choices made. In our other dependent group the chaplain and Sisters in the institution received nearly a third of the total choices, being second only to the boys' own parents. From this we are not warranted in concluding that these persons, who in their way serve as substitute parents in the institutions, enjoy the great confidence of the children. All that we can say is that these boys made more choices in their favor.

In the institutional and general population choices, in Table 40, no additions were made by the children to the list submitted to them. In the foster home group, however, six additional choices are noted. The six special choices are for the principal of the school (five boys) and stepbrother. Stepbrother was also one of the choices in the preceding section of the inquiry.

PERSONS TO WHOM THEY WOULD GIVE

In another statement the inquiry presented a hypothetical case: Let us say you are a millionaire and you have to give away half of your money. To whom would you give the largest sum? Again a list of persons was presented, a list to which they might add other names if they so desired. Here, however, only one choice was given. To the following list only two additions were

made by our institutional group, and one by both the foster home and general populations. The submitted list of persons follows:

Sisters in Institution Chaplain (Priest) Foster Parents Minister Brother
Mother and Father Superintendent Relatives Teacher Sister

In Table 41 the responses of the children are presented.

Table 41. Persons to Whom the Children Would Give Away the Largest Sum of Money They had to Give Away

Institutional Group		Foster Home Group		General Population Group	
Persons	Total Choices 50	Persons	Total Choices 50	Persons	Total Choices 50
Mother and Father.....	35	Mother and Father.....	29	Mother and Father.....	43
Sisters in Inst...	5	Foster Parents...	7	Priest	6
Brother.....	3	Minister.....	5	To the Poor...	1
Relatives.....	2	Priest.....	3		
Chaplain(Priest)	2	Brother.....	2		
Sister.....	1	Sister.....	2		
To a Home for Children.....	1	Relatives.....	1		
To the Poor....	1	To the Poor....	1		

It will be noted in Table 41 that mother and father head the list in the choices of each population. Thirty-five institutional, 29 foster home, and 43 general population boys made this choice. Here, again, we see the institutional group approximating more closely the choices of the boys living at home. Of the two foster home boys whom we have already referred to as considering their foster parents their real parents, one chose mother and father, the other the minister. Those under whose care our dependent children are (*Sisters in institutions, chaplain, foster parents*) received seven choices in each of these groups, ranking next to the children's own parents. Of interest here are the spe-

cial choices in each group. One child in each population would give the largest sum of money "To the Poor," with another institutional child specifying "To a Home for Children." If these boys were millionaires, the less fortunate of this world would be first in their minds.

If we look back over the replies given to this battery of five questions it seems that we are justified in saying that the family interests of our dependent groups, insofar as our inquiry reveals these interests, compare very favorably with the non-dependent group, that is the boys living at home. In addition, the interests of the institutional group appear to approximate more nearly the interests of the boys living at home than do the interests of the foster home group. It is interesting to note that of the 150 members of our experimental population but one child failed to make at least one mention of his own family. This foster home child in his replies to later statements, however, manifests affection for his family, desiring to find his parents and to return to them. Of the 650 choices made by each group of boys, we have in the institutional group 278, in the foster home group 242, and in the general population 302 choices of persons within the boys' own families.

ATTITUDE OF THE INSTITUTIONAL AND FOSTER HOME CHILDREN TOWARD THEIR NATURAL HOMES

Pursuing further our study of the children's attitude towards the family situation we now ask, "What is the attitude of these institutional and foster home children toward their natural home?" Statement "14" and one item of statement "9" were intended for the dependent groups since they would obviously have less meaning for boys living with their own parents.

THEIR DESIRE TO RETURN HOME

In statement "9"—I would like God to . . . —, the boys were allowed two choices from the following list, substituting other requests if they so desired.

I would like God to:

Make me a great aviator
Give me a college education
Return me to my parents
Make me good so I can go to heaven when I die
Make me a movie star

It is easy to see that "Return me to my parents" is the item in this list which might reveal the boys' attitude toward their natural home. Twenty institutional and 31 foster home boys made this one of their requests. "Return me to my parents," however, ranks second to "Make me good so I can go to heaven when I die" (41 choices) in the foster home group, and third to this same choice (48 choices) in the institutional group. We have one foster home child who made a special request "To stay with my foster parents." The other requests in this population were: "Give me a college education" (18); "Make me a great aviator" (eight); "Make me a movie star" (one). Twenty-three institutional boys requested of God to "Give me a college education"; eight requested "Make me a great aviator," and one "Make me a movie star."

We have, then, 31 foster home children who would like to return to their parents as compared to 20 institutional children. Could it be that our foster home group feel less secure in their foster homes than do the children in the institutions? Or could it be that the children chosen for institutional placement are those whose family ties are less strong? We cannot answer these questions. It can be noted here, however, that in replying to the first five statements our institutional group manifested a slightly greater interest in and affection for their families than did the foster home group. That some boys in each population did not express a choice to return to their parents is not an indication of the lack of a desire to be with their families. Of the 30 institutional children who did not make this request we have 11 who, in replying to statement "14," said that they wanted to visit their parents, three more would like to visit their mothers, three their fathers, one a sister, and one relatives. This makes a total of 19 of these 30 children who expressed some desire to be with their families. When these same 30 boys, in statement "16," were asked, "If three wishes were to be granted you, what would they be?" 16 of them made requests concerning their immediate family,

often associated with a desire to see them or to be with them. The individual requests are as follows:

To return to my home (two boys)
To return to my parents (three boys)
To go to my parents again
To see my parents again
To visit my mother
To have my dead mother back again
To have my father alive again
To see my grandmother
To have my parents well taken care of
To have my parents get along well in life
To have my father go to heaven when he dies; To
 see my dead mother again
That my family go to heaven
To have my parents go to heaven

A similar result is obtained from a study of choices made by the 19 foster home children who made no request to return to their parents in statement "9." Three of these boys in replying to statement "14" said they wanted to visit their mother and father, three their mothers, one his father, and another a sister. What is more, the boy who asked to stay with his foster parents made a choice of both Mother's Day and Father's Day in statement "1" and a choice of father in statement "2." In stating their wishes in statement "16" eleven of these 19 children made requests similar to those of the institutional children, thus revealing the presence of a deep family sentiment. The individual wishes are:

To return to my parents (two boys)
To see my parents (two boys)
To be home with mother (two boys)
To live with my parents
To find my mother and father
To be loved by my parents
To see my mother in heaven
To give my mother and father some money

Besides these requests we have the wishes of two boys in this group to stay with their foster parents, while another who con-

siders his foster parents his real parents made two requests relative to them, namely, "That my mother not work so hard," and "That my father get a car."

From all the above considerations it would seem that both our institutional and foster home children have a well marked interest in and affection for their parents. In many cases these parents no longer maintain a home.

THEIR DESIRE TO VISIT

In statement "14" the children were asked, "If you could go out visiting any place or person where would you like most to go?" Of our institutional boys 16 would like to visit both parents, seven their mother, three their father, two a sister, and one a brother. There are, then, 29 who would like to visit members of their immediate family. An additional five said they would like to visit relatives. In our foster home group 23 would visit their immediate family—13 both parents, five their mother, four their father, and one a sister—the parents either together or separately receiving the greatest preference. Two other boys would visit relatives. In this question, as in the first five, our institutional group manifested a greater interest in the members of their own family than did the foster home group. This may be accounted for by the fact that the institutional children are less free to visit outside the institution, visiting by them being restricted to certain holidays and within a definite radius of the institution. Given the opportunity of visiting, then, their desire might turn more quickly towards home. This, however, is simple conjecture.

The choices made by the remaining 16 institutional and 25 foster home children were for visits to places or persons other than members of their own family or relatives. A study of the individual replies of the foster home children shows that a visit to places was first in their desires, 19 desiring to visit various cities, states, countries, and places of interest. Six expressed a wish to visit President Roosevelt, Sunday school teacher, a friend, a pal, and the "girl friend." Only three institutional children made a similar choice of President Roosevelt, Dizzy Dean, and a

priest visitor to the institution. Thirteen in the institutional group would like to visit cities, states, countries, and places of interest.

FAMILY AND SOCIAL CONTACTS OF THE INSTITUTIONAL AND FOSTER HOME CHILDREN

Both the institutional and foster home boys, we know, have been removed from their natural homes and placed in substitute homes. We have already noted that but two institutional and four foster home children are full orphans, the remaining members of each population group having at least one parent living. In our previous presentation we have shown that these children still think of home and parents. Now we ask: "Do the parents still think of their children?; Do these children ever see their parents, relatives or friends?; Do they ever receive letters or presents from them?; Or have these boys been placed in institutions or foster homes only to be forgotten by members of their family?" We speak of a parent's, or even a relative's love for and interest in a child, and a child's love for and interest in his parents and relatives as something natural to both, as a bond of union that time should further strengthen. Regardless, then, of the environment from which most of these children come, we ask: "Has this bond been strengthened or weakened while under care?; Have the parents or other members of the family tried to link the past to the present, tried to preserve family ties by visits to the child, or by letters and presents to him?" And the child, on the other hand, "Has he done his part by visiting his family, or relatives, or by writing to them?" This is what we mean by the family and social contacts of our dependent populations, consideration of which motivated the present inquiry.

In the course of his interview with the child the author endeavored to find out if the dependent children have visitors and who they are; if the children make visits themselves and whom they visit; from whom they receive and to whom they write letters; and from whom they receive presents, if any. In an effort to obtain frank replies no information was recorded in the child's presence. Most of the boys seemed most willing to

talk about their parents, relatives and friends. We had, however, 15 institutional and 11 foster home children who appeared disturbed at the mention of parents or relatives. After a slight hesitation, however, these boys, too, were willing to give the desired information.

The information volunteered by these children is to be presented as follows: the children's visitors and visits, the children's correspondence and correspondents, and those from whom they receive gifts. In no case was it possible to verify the boys' statements in detail because records on these points are not maintained by either the institutions or the foster care agencies. The data on our foster home group, furthermore, are limited to 48 boys because the other two children, questioning revealed, consider their foster parents their real parents. Although not adopted by their foster parents these children have assumed their family name. The natural parents of these boys are still living (separated in one instance, deserting father in the other) but the boys never have any contact with them.

VISITORS AND VISITS

From the replies of these boys we find that our institutional children have more members of their families, relatives, and friends visit them, but do less visiting in return, than the foster home children. Forty-six institutional boys have these visitors but only nine return the visits. In the foster home population 34 boys have these same visitors, and 22 visit themselves. The small percentage of visiting by the institutional children is due to the fact that their visiting is restricted to certain holidays, and within a definite radius of the institutions.

A study of the visitors of our institutional children reveals that of these 46 boys, 29 have visits from one or both parents, sometimes accompanied by other members of the family or relatives. An additional 10 children have visits from their brothers and sisters. A complete list of the visitors to each child follows:

- Mother and father, including step-parents (thirteen boys)
- Mother and father and sister (two boys)

Mother, father and aunt (one boy)
Mother, father and uncle (one boy)
Mother (three boys)
Mother and sister (one boy)
Mother and aunt (two boys)
Father (four boys)
Father, sister and friends (one boy)
Father and brother (one boy)
Brother (one boy)
Brother and uncle (one boy)
Brothers and sisters (two boys)
Sister (three boys)
Sister, grandmother, aunt and uncle (one boy)
Sister and relatives (two boys)
Aunt and uncle (two boys)
Aunt and cousin (one boy)
Aunt (two boys)
Friends (two boys)

The frequency of these visits, however, varies considerably. Twenty-four of these children have visitors every or nearly every visiting Sunday (once a month), while 20 more have visitors "quite often," "once in a while," "often," "seldom," "several times a year," and "once a year." One boy has had one visit from a brother in two years, and another from an aunt and uncle once in three years.

Of the visits made by the nine members of this group—five to parents, two to father, one to a brother, another to a brother and an uncle—six have been on holidays, one twice a year, another has visited his parents but once, and the last one said he was to go for a ride with his parents on the approaching holiday, Easter Sunday. Another member of this group, not included in the nine, said that he goes for a short ride with his father every time he calls at the institution.

In our foster home group 34 boys receive visitors in their foster homes. Twenty-seven have one or both parents as visitors, but in only one instance is the parent accompanied by another member of the family. We have two other boys in this group receiving visits from brothers and sisters. The complete list of visitors follows:

Mother and father (six boys)
Mother (sixteen boys)

Mother and sister (one boy)
Father (four boys)
Brothers and sisters (one boy)
Sister (one boy)
Grandparents and cousin (one boy)
Grandmother and uncle (one boy)
Uncle (one boy)
Relatives (one boy)
Friends (one boy)

If we compare the list of visitors to the foster home children with the list of visitors to the institutional children we see that the latter group excels not only in the number of boys receiving visitors but also in the number of visitors. This group also excels in the frequency of the visits. In the foster home group one child has a visit weekly from his father, five have visitors every or nearly every month, while for 25 it is "very often," "often," "once in a while," "seldom," or "once a year" that they receive visitors. Of the remaining three one has had a visit from his parents only once in four years, another from his mother four times in three years and still another from an uncle but once in the three years he has been in a foster home. This uncle used to visit the child frequently while he was in an institution previous to his present placement. One of the boys mentioned above lives near his brothers and sisters and sees them quite often (both parents dead).

In visiting, however, the foster home group is superior. The list of persons visited is very similar to that of their visitors, parents either together or separately being the persons most frequently visited. The list of persons each of these 22 children visit follows:

Mother and father (two boys)
Mother, father and relatives (one boy)
Mother (ten boys)
Father (three boys)
Sisters (two boys)
Brothers and sisters (one boy)
Grandparents (one boy)
Cousin (one boy)
Former foster mother (one boy)

One child visits his parents and relatives every Saturday, another visits his mother whenever he wants to, and three visit monthly. Another visited his mother recently. Two children have visited (one a cousin and the other a former foster mother) but once while under care. The replies of the remaining members of this group on the frequency of their visiting are very indefinite, ranging from once in a while to once a year. One boy not included in the above list remarked to the investigator, "I suppose I could visit my parents if I asked my foster mother." The child's parents, although living together, never visit him.

Although the list of persons visited by the foster home children resembles in part the list of their visitors, some of the boys do not return the visits made to them by members of their family and relatives. On the other hand we have three boys in this group who have no visitors but visit themselves. One of these boys visits his parents and relatives every Saturday, another his mother once a month, the third visits his sisters "once in a while." Another child similarly classed has visited a cousin but once. We have in this same population 10 boys who have no visitors and who do no visiting. Two of these 10 boys have some contact with their families, one (parents supposedly living together) has letters from his mother once in a while, the other (mother dead) writes often to his father who is confined in a hospital. Of the other eight, three are illegitimate children, one has both parents dead, the fathers of two more are dead, the mother of another is dead and the father remarried, while the parents of the last are divorced and the father remarried. In our institutional group, on the other hand, we have but three similar instances of boys lacking all contact with their families or relatives. One is an illegitimate child (mother dead), the parents of the second are supposedly married and living together, and the parents of the third are divorced (mother remarried). Friends of the second child send him gifts at Christmas. It is interesting to note that, with the exception of the illegitimate institutional child, all the above-mentioned foster home and institutional children in other sections of our inquiry expressed at least one desire to either visit their parents or other members of their family, or to find their parents, or to return to them. This one institutional child, however, in replying to the first five

statements of the interview mentioned his own family on five occasions.

While the children were speaking of their visitors and the visits they make we were able to obtain the following information regarding their families. The mothers of four institutional children whose fathers are dead have remarried. The same is also true of the fathers of four more children in this group whose mothers are dead. In only two cases is there any mention of these marriages in the case records of the agencies caring for the children. All eight of the children have frequent visits from both their natural and step-parents. In five instances the step-parent and natural parent visit together every or nearly every visiting Sunday. In one instance they come "often," in another "seldom." The mother of the seventh child comes to see her son nearly every visiting Sunday, and is accompanied by the boy's stepfather "once in a while." We have, in addition, a change in the marital status of the parents of three other boys. The parents of the first are listed in the case records as separated. They are now living together and visit the boy nearly every visiting Sunday. The deserting mother of the second child is now living with her husband. Together they visit the child often. The father of the third had deserted his family. He has returned and both parents visit their son once in a while. With all these boys, save one, the parents maintain a correspondence in addition to their visits. In the exceptional case (parents visiting "seldom") gifts have been forwarded at Christmas. We also have another child, parents supposedly living together, who remembers having seen his father but once as a small boy. This child claims his father is now in a distant state so he never hears from him. One illegitimate child remarked that his mother and father used to come to see him but have not done so in three years. Another child of similar birth said his parents living in a distant city seldom come to see him, but they write and send him things. We have another child (mother dead) who has not seen his father since 1929. One child (mother dead) said his mother went to Italy eight years ago and has not been heard from since. His father, however, visits him every month. Pursuing our inquiry further we find six boys believing both their parents to be dead when such is

child frequently left the grounds to visit with his mother in the city. We have another child who remarked, "Gee, but it has been a long time since I saw my mother" (father dead, mother remarried). One child has seen his father but once in the two years he has been in foster homes. Another has not seen his separated parents in four years, while still another, whose mother deserted, has not seen either parent in six months. On the occasion of the last visit of his parents one child received a jacket, "But that was two years ago," he said, "and I haven't seen them since." The divorced parents of another child have entered new marriages but they visit him faithfully and write to him. The unmarried mother of another boy has since married. The child knows his mother's husband but has not seen him in three years. This boy had asked to be changed from one foster home in order to be closer to his mother's residence in the hope that he would see her more frequently. His mother, however, only comes to see him once a month, and does not allow him to visit her. We have one boy (father dead) whose mother seldom calls to see him, and when she does will not tell him where she lives. Still another boy whose father deserted the family has to visit his mother monthly at the Welfare Office. This boy does not know where his father is.

We now bring forth evidence of misinformation or lack of information similar to that presented in discussing the institutional children's families. Three members of this group think both of their parents are dead. The father of one is dead, and the other two are illegitimate children. The mothers of these illegitimate children are now married. The first child said he has not seen or heard from his parents, relatives, or even friends in eight years, the second merely remarked, "As far as I know they are dead," while the third boy had never seen either parent but would like to locate some relatives, saying, "I was hoping that I would see the worker today about my relatives so that I could write to them."

In addition to the children already mentioned we have three more boys who do not know where their parents are, although in each case both parents are living. Two of these boys have visits from their relatives, while the third has no contact whatsoever

with relatives or even friends. We have two children who cannot remember having seen their fathers, both of whom are living. The first boy has monthly visits from his mother, and the second, outside of the correspondence he maintains with his mother, has had no other contact with her. Six other boys do not know where their fathers are. One father is supposedly living with the boy's mother; two fathers are deserters; one is a putative father; another is divorced from the child's mother; and the father of the last child remarried after the death of the child's mother. In these latter instances we have children who were apparently abandoned by one or both parents once they were placed in substitute homes.

CORRESPONDENCE AND CORRESPONDENTS

The author made inquiry into the matter of the children's correspondence with members of their own families, relatives and friends. When we compare our institutional and foster home children on this subject we find that the former group receive and write more letters to members of their family, and to relatives and friends, than do the members of the latter group. We have 39 institutional boys receiving, and 44 writing letters, as compared to 19 foster home children receiving and 20 writing letters to members of their family, relatives and friends. Children in the institutional group also write more frequently.

The persons from whom our institutional children receive letters are for the most part the persons who visit them. Parents and siblings constitute the greater number of correspondents as well as the visitors of these children. The complete list follows:

- Mother and father, including step-parents (fourteen boys)
- Mother, father and sister (one boy)
- Mother, father and brother (one boy)
- Mother (five boys)
- Mother and sister (one boy)
- Father (three boys)
- Brothers and sisters (two boys)
- Brother (two boys)
- Brother, aunt and uncle (one boy)

Sister (four boys)
Sister and relatives (one boy)
Aunt (two boys)
Aunt and cousin (one boy)
Aunt (one boy)

One of these 39 children receives a daily letter from his mother through his sister, also in the institution. His mother writes daily to this sister, and she passes the letter on to him. Nine others receive letters weekly or nearly every week, two, every two weeks. Twenty-five receive them at various times from "quite often" to "seldom." One child receives but four letters a year from a brother, aunt and uncle. This child believes his parents are dead. The case records, however, refer to them as living together. We have another boy who, although he has not seen either parent or a brother in two years, receives letters and presents from them. He saves all their letters, together with the picture of a baby sister that has been forwarded him. Letters form the only contact with another child's family. They answer his letters but seem to have no other interest in him.

The 19 members of our foster home group receive all their mail from members of their families. One child has letters from an uncle in addition to his parents. The list of those writing to them is as follows:

Mother and father (three boys)
Mother, father and uncle (one boy)
Mother (seven boys)
Mother and sister (two boys)
Mother, sisters and brothers (one boy)
Father (two boys)
Sister (two boys)
Brother (one boy)

The frequency of these letters is not as great as for the institutional group. We have one child receiving letters from a brother who writes for his father. These letters come "sometimes," according to the boy. Another receives a note once in a while from his mother enclosed in a sister's letter. One boy receives separate letters from his parents who are separated, his mother writing

often, and his father "sometimes." "Often," "seldom," "once in a while" are the words used by the remaining children to refer to the frequency of letters received.

In our institutional population we have 44 children maintaining a correspondence. Six of these boys write to more than one person. In the following list of their correspondents we find 29 of the children writing to one or both parents. Brothers, sisters, relatives and friends make up the rest of the list, which again resembles those already presented for this group.

Mother and father, including step-parents (fifteen boys)

Mother, father and sister (one boy)

Mother, father and brother (one boy)

Mother (six boys)

Mother and sister (one boy)

Father (five boys)

Brothers and sisters (two boys)

Sister (four boys)

Sister and relatives (one boy)

Brother (one boy)

Brother and uncle (one boy)

Brother, aunt and uncle (one boy)

Aunt (two boys)

Aunt and cousin (one boy)

Friends (two boys)

Of these 44 children one writes to his father twice a week, 15 write weekly or nearly every week, four every two weeks, four once a month, and one writes every two months to his sister. Seventeen of the boys write at irregular intervals. Another writes to his aunt and uncle four times a year, while the last one writes to his parents but once a year, although they write to him "quite often."

The six children in this group who do no letter writing also receive no letters. Three of them very sadly remarked they had no one to whom they might write. Another used to write to his parents, but they moved away and did not let him know where they moved to. Of the other two children, one has a father liv-

ing, and the other is the child of divorced parents, the mother having remarried.

The difference between our institutional and foster home groups is all the more striking when we consider that 26 of the 48 foster home boys interviewed on this subject neither receive letters from, nor write letters to, members of their families, relatives, or friends. In the institutional group only six children were similarly spoken of. We have, however, 20 children in foster homes writing letters, mostly to members of their own family. The following list closely resembles the list of persons from whom they receive letters.

- Mother and father (four boys)
- Mother, father and uncle (one boy)
- Mother (eight boys)
- Mother and sister (two boys)
- Father (three boys)
- Brothers, sisters, and relatives (one boy)
- Uncle (one boy)

Three of these children write weekly, one writes every two or three weeks to his mother, another writes to her every three or four weeks, while still another every two months. One child just answers his parents' letters—father writing "sometimes," mother "often." One child wrote recently to his mother. This boy had just recently received his mother's address from the case worker so he wrote immediately telling of his desire to see her. There is no trace of his father. The remaining children in this group do not write very frequently.

Of interest here is the desire of some foster home children to have someone with whom to correspond. One illegitimate child hoped to see the case worker the day of the interview to obtain the address of some relatives in order to write them, and if possible to see them. Another child would like to write to his mother, but she moved away and did not let him know her new address. This boy's mother is dead. Should he not be informed of her death? One boy, mentioned above as receiving notes from his mother enclosed in his sister's letters, expressed a desire to

obtain his mother's address, but he cannot seem to get it. Another child expressed a desire to write but remarked he had no writing paper.

PERSONS GIVING PRESENTS TO THE CHILDREN

This part of our inquiry concluded with a question regarding gifts received by members of the study groups. We know that the institutions and agencies of foster care offer gifts to the children at Christmas time and on their birthdays. But inquiry was also made as to the sources of other gifts. Do they receive presents from their visitors and correspondents? Thirty-nine institutional and 27 foster home children reported that they do receive presents from their visitors and correspondents. Eight of the institutional and five of the foster home boys reported that they receive gifts from more than one person.

The institutional children are recipients of gifts from the following persons:

- Mother and father, including step-parents (fourteen boys)
- Mother, father and brother (one boy)
- Mother, father and sister (one boy)
- Mother, father and uncle (one boy)
- Mother (three boys)
- Mother and sister (one boy)
- Mother and aunt (one boy)
- Father (five boys)
- Brothers and sisters (two boys)
- Brother (one boy)
- Sister (four boys)
- Aunt and uncle (two boys)
- Aunt and cousin (one boy)
- Aunt (one boy)
- Friends (one boy)

Gifts, however, are not received very often. Six of the children receive them only at Christmas, while the others receive them at indeterminate intervals such as "very often," "once in a while," "seldom," and "sometimes."

The 27 members of our foster home group receiving gifts receive them from the following people:

Mother and father (six boys)
Mother (eleven boys)
Mother and sister (two boys)
Mother and foster parents (two boys)
Father (two boys)
Brothers and sisters (one boy)
Brothers, sisters and relatives (one boy)
Foster parents (two boys)

Here, as in the case of the institutional population, gifts are not received very often. One child receives gifts from his mother every time she calls to see him (monthly) and at Christmas. For the other children the reception of gifts varies from "quite often" to "seldom" and "not very often." One child not included in the 27 very sorrowfully said, "None this year."

Information regarding visitors, correspondents, and persons presenting gifts showed a high degree of consistency for our institutional group. On the other hand, the foster home group, being more free to visit, made far more visits than the institutional group.

The above statements were based solely on information given to the author in the course of personal interviews with the boys, and there were no means of checking the information. The information, however, given for what it may be worth, indicates that relatives have kept in contact with the children in a large percentage of cases, some more closely than others it is true, but most of them in some measure appearing to recognize the binding tie of kinship. We have also shown in the boys' own words that they have helped preserve these same ties through their correspondence, and, in the case of the foster home children, especially through visits. The instances cited which show a complete abandonment of children by their parents or parent when once placed under care in substitute homes offer a challenge to agencies of child care.

SUMMARY

From this study of the attitudes of the members of our study groups towards their family situation we may say that our dependent groups, the institutional and foster home children, do not appear to differ appreciably from the group of children living with their parents. These dependent children do think of their own parents and of home, and manifest a great affection for both. In replying to the first five statements of our interview the institutional children made 43 per cent of their choices in such a way as to indicate affection for and interests in the members of their immediate family circle of father, mother, sister, and brother; the members of our foster home population made 37 per cent of their choices in the same manner; the general population, likewise, made 46 per cent of their choices. In these choices, however, the institutional children approximate more closely the general population than do the children in foster homes.

From this it would seem that the family interests and affections of our dependent groups, insofar as our inquiry reveals them, compare very favorably with those of boys living at home.

The attitude of the dependent children towards their natural home was especially evident in their replies to two questions of the interview. Here the children expressed a desire to return to their parents and to visit with them. It was pointed out in this presentation that 31 foster home and 20 institutional children desire to return to their parents. If given an opportunity to visit any place or person they wished, 29 institutional and 23 foster home boys said they would visit members of their immediate family.

In our investigation of the family and social contact of these children while under care in substitute homes we were better able to complete the description of the children's attitude towards their family situation, their interest in and affection for parents and home. We were able also in this to consider the parents and other members of the family in the light of their interest in these children. We found, for example, that in the number of visitors, the number of correspondents, the amount of correspond-

CHAPTER VII

RELIGIOUS ATTITUDES AND INTERESTS

The next item of inquiry in the interview is the religious attitudes and interests of the children. In this study we are concerned chiefly with the replies of our institutional, foster home and general population children to specific questions of a religious nature, and not with these attitudes and interests in general. The statements in this inquiry, it must be admitted, are very simple. This method of approach was necessitated by the fact that the three groups of boys are not homogeneous with respect to religion. Our institutional and general populations are Catholic. Thirty-four members of the foster home population are Protestant. Bearing this in mind the author tried to formulate the questions in such a way that they could be answered by all the children of each religious group. The information to be presented in this chapter represents the responses given to eight statements in the interview, three of which presuppose some religious training in concepts of right and wrong conduct in daily life. Two other statements, one dealing with occupational interests, the other with their three special wishes, also furnished information of a religious nature. The replies to these statements, however, are reserved for the following chapters. In the replies given to the statements in our present inquiry we must admit that the information is largely subjective in nature. Furthermore, in those instances involving concepts of ethical conduct in hypothetical situations, we may have obtained responses from the boys as to conduct codes which they would not follow in the actual situations described. We do feel, however, that the information offered by the children shows they made an effort to reply honestly and frankly to the questions.

THEIR DESIRE TO BE GOOD

Through certain questions of our inquiry we endeavored to find out about the wish of these children "to be good" The statement

"9" "I would like God to make me good so I can go to heaven when I die" evoked a large measure of response from the children. It was placed first in the two choices of the children in each group. In the institutional population we have 48 children making this request; in the foster home population 41; in the general population 49 children.* Moreover, the children expressed no desire to follow the philosophy of the world, "Let's drink and be merry for tomorrow we die," for they believe in a reward for the good and punishment for the wicked. The 150 boys agreed that statement "13" was false—"Let's drink and be merry for tomorrow we die. Once dead we are dead. There is no such thing as heaven, hell or purgatory."

The desire of the children to avoid what is wrong is evident from their replies to the first consideration presented under statement "10"—"Nothing is wrong if you don't get caught." Only four institutional, five foster home, and two general population boys agreed with the statement. This same willingness to avoid what is wrong and to do what is right may also be inferred from the replies to statement "12" which reads as follows:

Mr. Nell said to Joe the other day, "Joe, as you get older you will see that the only thing in life that counts is money. Make all the money you can and don't worry about how you get it."

All members of the general population expressed disagreement with this statement. In our institutional group, on the other hand, we have three boys agreeing with it, two of whom had already agreed with the preceding statement. Two foster home children also expressed agreement with Mr. Nell's advice to Joe.

In studying the three wishes expressed by the boys we will see, in a later section, additional evidence of some children's desire to be good and to do what is right at all times. This evidence is

*For other replies of the institutional and foster home children to statement "9" cf. preceding chapter. Other replies in the general population are: "Give me a college education" (32 boys); "Make me a great aviator" (15 boys); "Make me a movie star" (one boy). There are three special requests: "Make me a priest" (two boys); "Make me an inventor" (one boy).

contained in the wishes which they expressed relating to spiritual matters.

ETHICAL CONDUCT IN HYPOTHETICAL SITUATIONS

From a consideration of their desire to be good we passed to a consideration of their idea of ethical conduct, the right and the wrong, in hypothetical situations.

Statement "7" and five items under statement "10" were intended to elicit information regarding the boys' ideas of ethical conduct in situations involving stealing, cheating, lying, swearing, and fighting in self-defense. In three of the six situations presented the boys living at home expressed ideas in perfect conformity with the accepted norm of right conduct. Some ideas of divergence from this norm, however, are observed in each group.

STEALING

In statement "7" the following hypothetical situation involving stealing was presented:

John Doe found a pocketbook on the street. It contained ten dollars (\$10.00), and the owner's name and address were inside. Here is what his chums said. With which one do you agree?

Bill Jones said, "Findings is keepings."

Harry Green said, "Let's return it to the owner, because it still belongs to him."

John Lee said, "Let's take five dollars (\$5.00) and leave the rest there."

Joe Mudd said, "Let's take the money and leave the pocketbook where we found it. Gee, we can buy a lot of ice cream and see a lot of shows for ten bucks."

In reply to this statement we have but one child in both the institutional and foster home populations whose ideas of conduct seemed to diverge from accepted standards. These two boys thought Bill Jones was right when he said, "Findings is keepings." One of these children, a foster home boy, had also agreed that "Nothing is wrong if you don't get caught." The remaining children in both populations, together with all members of the

third group, expressed agreement with Harry Green that the pocketbook as found should be returned to the rightful owner.

CHEATING

Two considerations involving cheating were also presented under statement "10." Only in the general population are the replies to both consistent. The 50 members of this group manifested their ideas of right conduct in these situations by disagreeing with both statements. In the first statement (No. 4)—"If someone cheats you, cheat in return"—the situation of a personal injustice was presented. Six institutional and four foster home boys agreed with the statement. One of these institutional and two of these foster home children had also agreed with Mr. Nell's advice to Joe in statement "12." Another institutional child had previously agreed that "Nothing is wrong if you don't get caught." Moreover, these children manifested their disagreement with other generally accepted standards of conduct in the replies which they gave to other questions. In response to another question—"Charlie saw Harry cheating in an examination and did the same, saying, 'If Harry cheated, cheating is O. K.'"—only one child in the dependent populations agreed with Charlie. This institutional child, it is to be noted, also agreed with the previous statement (No. 4), which presented a situation of cheating.

LYING

A further question was presented as follows: "It is all right to tell a lie to get your friend out of trouble." Considerable difference is observed in the replies of the institutional and general population groups on the one hand and the foster home group on the other. Two institutional, four general population and 12 foster home boys expressed their agreement with this statement. One of these foster home children had agreed that "Nothing is wrong if you don't get caught" (No. 1), while two other foster home and two institutional boys had agreed that "If someone cheats you, cheat in return" (No. 4). One of these institutional boys had also agreed with Mr. Nell's advice to Joe in statement "12." Another of these twelve foster home children agreed that

since Harry cheated in an examination cheating is permissible for Charlie (No. 7). In response to this statement one member of the foster home population replying in the negative added "I know I should not tell a lie even to get a friend out of trouble, but I wonder what I would do if I really could help my friend." Such a thought, motivated by a spirit of loyalty, may have influenced the replies of the boys in each population group who agreed with the statement.

SWEARING

On the question of swearing, it is to be noted that there is unanimity of opinion among all subjects in our study. All agreed that it is not permissible to swear even when you stub your toe (No. 5).

FIGHTING IN SELF-DEFENSE

There is divided opinion, however, on the subject of self-defense in the event of an unprovoked attack by a bully. The boys were asked to agree or disagree with the statement, "When a bully hits you and starts a fight it is all right to hit him back" (No. 3). Thirty-five institutional and foster home children together with 40 members of the general population expressed agreement with the statement. This leaves 15 members of each dependent group and 10 members of the general population dissenting. In other words these children state that they would not strike back if a bully should strike them and start a fight. All of these institutional and general population children, it is interesting to note, had in previous replies indicated the good and the right conduct in a given situation. We have, among this group, however, three of the 15 foster home children who previously agreed to the statement "It is all right to tell a lie to get your friend out of trouble" (No. 2).

THE SAINTS

In addition to our inquiry into the boys' desire to be good and their ideas of ethical conduct in hypothetical situations, we sought

further information of a deeper spiritual nature. We desired first of all to know their concept of a saint in earthly life. Certain people because of a holy and virtuous life, following their death, have been declared saints. They are then held up as an example for others to follow. We were interested in seeing what the boys thought characterized these persons during their life on earth. The statement ("8") intended for this inquiry follows:

While living on earth a saint is:

A goody-goody
 A very special friend of God
 A person who really is not a human being
 A person who leads a funny life.

To this statement but one reply was allowed. All but one child said that while living on earth a saint is, "A very special friend of God." This boy in the foster home group said a saint during his earthly life is, "A person who really is not a human being." From these replies we might infer that the religious training given these children had helped to develop a healthy attitude towards holiness of life.

Another statement was presented which contained a list of saints in the New Testament from which the boys were asked to choose the three they felt were closest to Jesus on earth (statement "6"). This type of inquiry was an attempt to discover how much they know of the life of Jesus Christ, the Son of God, while on this earth. The list of saints presented for their choice is the following:

Mary, the Mother of Jesus	St. Peter	St. Philip
St. John the Baptist	St. Joseph	St. James
St. John the Evangelist	St. Andrew	St. Matthew

The choices made from this list appear in Table 42. It will be noted in this Table that the total choices of the foster home group number 147. One child in this group could not make a choice from the list because he did not know anything about the New Testament or the life of Jesus Christ.

names of the boys. It is interesting to note that two foster home children made two choices, and another all three choices, within this latter group of saints.

CHURCH ATTENDANCE

The last item of the present inquiry relates to church attendance, this being an external form of religious worship proper alike to Catholic and Protestant members of our study groups. In the first place the boys were asked to agree or disagree with the statement "If you are sick in bed it is not a sin to stay away from church" (statement "10" No. 6). The correct reply to the statement is, of course, "agree," because if one is sick in bed there is no sin in question. Three institutional, six foster home, and one general population boy, however, said it is sinful to miss church even when sick in bed. This question may have given rise to the wish of one institutional child "To always be in good health so I may go to Mass every Sunday."

Pursuing the subject further, we inquired as follows (statement "11"):

Here are words used by some boys to express how they feel about going to church on Sunday. Which one or more words express how you feel about going to church on Sunday? If more than one word expresses how you feel, mark the words 1, 2, 3, etc., in order of importance to you.

Going to church on Sunday is to me:

a duty
 fun
 foolishness
 worth while
 tiresome
 an opportunity to express my love of God
 a means of pleasing my parents
 useless
 just this—I go to church on Sunday because I can't
 get out of going

In the institutional group 11 boys made but one choice, 15 made two, and 24 made three choices, making a total of 113 choices for the group. Nine foster home boys made one choice, 15 made two, and 26 made three choices, making a total of 117 choices in this population. One hundred eighteen choices were made in the general population—seven made one choice, 19 two choices, 23 three choices, and one child made four. This latter child chose: "a duty," "worth while," "an opportunity to express my love of God," "a means of pleasing my parents." A composite picture of all choices appears in Table 43.

Table 43. Meaning of Church Attendance to the Boys

	Institutional Group	Foster Home Group	General Population Group
Going to Church on Sunday is to me:—	Total Choices 113	Total Choices 117	Total Choices 118
an opportunity to express my love of God.....	48	48	50
a duty.....	36	32	39
worth while.....	24	28	23
a means of pleasing my parents.....	5	4	6
fun.....	.. .. .	3	
tiresome.....	.. .. .	1	
just this—I go to church on Sunday because I can't get out of going . . . .	.. .. .	1	

Church attendance for all three groups, judging from their responses, is first of all an opportunity to express their love of God, secondly a duty, thirdly worth while, and fourthly a means of pleasing their parents. The only items under the original question that do not appear in the Table are "foolishness" and "useless." On the other hand, "fun," "tiresome," "just this—I go to church on Sunday because I can't get out of going," are items of the submitted list that appear only in the replies of foster home children. One child indicating church attendance as "fun" made

this his only choice. He further enlarged upon the idea by saying, "I have a lot of fun in church sometimes. When the minister is preaching I often stick pins in the boys and pull the girls' hair." Another boy with a similar choice also chose "tiresome" and "worth while." "Fun" is the third choice of another child who also referred to church attendance as an opportunity of expressing his love of God and as something worth while. The child who claimed he went to church on Sunday because he could not get out of going made a second choice in which he selected church attendance as an opportunity of expressing his love of God. It is interesting to note that this boy agreed with Mr. Nell's advice to Joe in statement "12," and also agreed that "If someone cheats you, cheat in return" (statement "10" No. 4). Also worthy of note here are the dependent children's choices of a "means of pleasing my parents." Of the nine boys making such a choice all but one have some contact with their parents or surviving parent. This one child, in an institution, formerly had an aunt visit him but does not know where she is now. His mother is dead; his father has remarried but never visits the child.

RELIGIOUS VOCATIONS

The present inquiry into the children's attitudes and interests of a religious nature is further extended by a consideration of one aspect of their occupational interests, a subject to be treated at length in the following chapter. Eight institutional, five foster home, and 12 general population children expressed a desire for religious life—the Catholic priesthood, as their vocational preference. One of these institutional boys further expressed a wish to attain to the office of Pope. An additional foster home child expressed a wish to be a Sunday school teacher.

SPIRITUAL WISHES

We have already had occasion to refer to the children's personal wishes as containing information as to their religious attitudes and interests. This presentation is reserved for Chapter IX. We may mention here, however, that of the 150 wishes made by each group

50 in the institutional, 40 in the foster home, and 49 in the general population are religious or moral in nature. These wishes are referred to as spiritual wishes.

SUMMARY

In the above presentation we have attempted to show that the replies which the subjects of our study made indicate that these children seem to have a sincere desire to be good, to do what is right and to avoid what is wrong. In the hypothetical situations involving questions on stealing, cheating, lying, and fighting in self-defense their replies gave further proof of their desire to do what is considered morally right in the circumstances. In replying to these latter questions, however, the general population children, for the most part, appear more consistent in their expression of ideas of ethical conduct than either of the other two groups. The dependent groups, however, agree with each other closely in their responses with one exception, namely, the replies to the question "It is all right to tell a lie to get your friend out of trouble." Here a disproportionate number of foster home children replied in the affirmative. In response to the questions relating to the meaning of church attendance, to religious vocation and to personal wishes of a religious or moral nature (both of which are to be treated at length in the following chapters), the institutional children agree more nearly with the general population group in their responses than do the foster home children.

Despite the evident limitations of our present inquiry we believe that we have obtained some evidence of the religious attitudes and interests of these children. Furthermore, from the nature of their replies our institutional and foster home children appear not to differ appreciably from the children living in their own homes.

CHAPTER VIII

OCCUPATIONAL INTERESTS

In any study of the attitudes and interests of children their occupational interests, what they would like life to hold for them, are always of importance. This is true in our study, for we have on the one hand two groups of dependent children—those living in institutions and those living in foster homes, and on the other hand a non-dependent group of children living in their own homes. This latter group obviously enjoys greater privileges than either of the other two. They are in their own homes under the stimulating, as well as protective, influence of their parents. Their economic stratum of life, also, is better calculated to arouse loftier aspirations for the future. In this section of our study the data were supplied by the replies to statement "15"—"Tell me the occupation or job you would like to have when grown up." The personal wishes which the children expressed also contain interesting information on this point, and their replies will be presented in this connection.

In this chapter we shall consider first of all the occupational preferences of the children. These preferences will then be classified on an occupational scale and comparisons will be made. Finally we shall compare the occupational interests of these children with the known occupations of their fathers.

An examination of the responses given by our institutional group discloses considerable variety in the selection of occupations. Preference for 21 different occupations, all of which require some training and ability, are to be found in these responses. The occupations receiving greatest preference are aviator, priest, business man, baseball player, sailor, artist and mechanic. One child's desire for adventure finds expression in his wish to be a Canadian mounted policeman. Another's curiosity concerning timepieces led to his selection of the occupation of jeweler in order to be a watch-maker. The complete list of occupational choices is as follows:

Aviator _____	11	Doctor _____	1	Jeweler _____	1
Priest _____	8	Canadian Mounted Policeman	1	Carpenter _____	1
Business Man _____	4	Special Factory Work _____	1	Jockey _____	1
Baseball Player _____	4	Secretary to Business Man _____	1	Movie Star _____	1
Sailor _____	4	Wireless Operator _____	1	Bookbinder _____	1
Artist _____	3	Nature Study _____	1	Inventor _____	1
Mechanic _____	2	Officer Manager _____	1	Lawyer _____	1

The preferences expressed by the children differ somewhat from the expressed preferences of 50 institutional boys studied by Reverend John J. Lennon.¹ The occupations receiving the greatest number of preferences by this group were as follows: big league player (9), aviator (9), artist (6), doctor (4), priest (3), boxer (3), carpenter (3), printer (2), musician (2), and fireman (2).

In our foster home group still greater variety in occupational interests is evident. Twenty-eight distinct occupations are found in their replies. In general these preferences resemble closely those of the institutional boys—aviator and priest rank first and second, respectively, in the preferences of both groups. The other preferences in order of importance are civil engineering, mechanic, farmer, machinist and policeman. There are, however, preferences for types of occupation in evidence among the foster home group that are to be found in neither the institutional nor the general population selections, namely, the interest in farm life for future work, and the choice of occupations requiring little training or ability, e.g., truck driver and bus driver. The desire for adventure in life work is manifested in the wish expressed to be an explorer like Admiral Byrd, and to be a G-Man. As in the institutional group, here, too, we have a youth desiring to be a jeweler in order to make watches. The following is the complete list of their occupational interests.

Aviator _____	11	Explorer like Admiral Byrd _____	1	Banker _____	1
Priest _____	5	Railroad Engineer _____	1	Musician _____	1
Civil Engineer _____	3	Ranch Owner in the West _____	1	G-Man _____	1

¹ Lennon, Rev. John J., *A Study of the Interests of 50 Dependent Boys*, Washington, 1936 (M. S. S. W. Dissertation, Catholic University Library, 40 ff.

Mechanic _____	3	Cattle Raiser_____	1	Actor _____	1
Farmer _____	3	Local Salesman_____	1	Jeweler _____	1
Machinist _____	2	Baseball Player_____	1	Sailor _____	1
Policeman _____	2	Cabinet Maker_____	1	Soldier _____	1
Doctor _____	1	Truck Driver_____	1	Cook _____	1
Teacher _____	1	Bus Driver_____	1		
Artist _____	1	Contractor _____	1		

The third group, our general population children, manifest the least variety in occupational interests. Twenty preferences in all were made by these boys. Their selections are mostly in the professions and in occupations requiring a high degree of training and ability. Priest is first in their choices, with aviator second,—a reversal of the order of selection in the other two groups. These are followed by newspaper reporter, druggist, lawyer, doctor, business man, baseball player, athletic director, airplane mechanic, and sailor. A complete list of the occupational interests of these fifty children follows:

Priest _____	12	Baseball Player_____	2	Telephone Engineer_____	1
Aviator _____	9	Athletic Director_____	2	Railroad Engineer_____	1
Newspaper Reporter_____	3	Airplane Mechanic_____	2	Broker _____	1
Druggist _____	3	Sailor _____	2	Mail Clerk _____	1
Lawyer _____	2	Civil Engineer_____	1	Policeman _____	1
Doctor _____	2	Electrical Engineer_____	1	Grocer _____	1
Business Men_____	2	Radio Engineer_____	1		

Additional occupational interests are also to be found in the three personal wishes of the children. In the following chapter vocational wishes (including many of the above mentioned occupational interests) occupy second place in the total wishes expressed by the members of our institutional and general populations, and fourth place in the wishes expressed by the foster home population.

OCCUPATIONAL INTERESTS CLASSIFIED ON THE MINNESOTA SCALE OF OCCUPATIONAL CLASSIFICATION

In order to compare the occupational interests of the three groups we have grouped them on the Minnesota Scale of Occupational Classification.² This classification appears in Table 44.

² Goodenough, F. L.-Anderson, J. E., *Experimental Child Study*, 237 and Appendix A 501 ff.

Table 44. Boys' Occupational Interests Grouped on the Minnesota Scale of Occupational Classification

Occupational Classification Group	Institutional Group	Foster Home Group	General Popu- lation Group
	Total 50	Total 50	Total 50
I. Professional.....	14	12	23
II. Semi-professional and managerial.....	17	16	16
III. Clerical, skilled trades, and retail business..	13	9	7
IV. Farmers.....	0	5	0
V. Semi-skilled occupa- tions, minor clerical positions and minor business.....	6	6	4
VI. Slightly skilled trades and other occupa- tions requiring little training or ability...	0	2	0
VII. Day laborers of all classes.....	0	0	0

A study of Table 44 discloses that the greatest percentage of preferences in each population group falls within the first three groupings of the classification, 44 of the institutional, 37 of the foster home, and 46 of the general population selections appearing thus on the scale. This represents 88 percent of the institutional, 74 percent of the foster home, and 92 percent of the general population total preferences, leaving but a small percentage of choices for the remaining classifications. Under professional occupations (I) we notice that the general population selections nearly double those of our dependent groups. All three groups are nearly identical in the choice of semi-professional and managerial occupations (II), and the semi-skilled occupations, minor clerical positions and minor business (V). A difference, however, is observed in the choice of the clerical, skilled trades and

retail business (III). The preferences of 13 institutional, nine foster home, and seven general population children are in this category. In the foster home group, as was mentioned earlier in this chapter, we have preferences expressed for occupations in which the other two groups manifested no interest. Five of these boys voiced a preference for some form of farm life (IV), and two chose occupations requiring little training or ability (VI). It is to be noted that three of these five foster home children are now living in rural foster homes. It is to be noted also that in all groups no preferences were made for occupations in the day laborer classification (VII).

BOYS' OCCUPATIONAL INTERESTS AND THEIR FATHERS' OCCUPATIONS

From a consideration of the children's occupational interests we now proceed to a study of these same occupations in the light of the known occupation of the fathers of the boys. This information is limited to 35 fathers of institutional children, and to 36 fathers in the other dependent group. Therefore, in Table 45 only the occupational preferences of the boys whose fathers' occupations are classified in Table 10 will be presented. All 50 members of of our general population are here represented.

This comparison of the children's occupational interests with the occupations of their fathers in Table 45 reveals that the general tendency is for the boys to choose occupations in a class far above that of their fathers. In the institutional group 32 boys chose occupations in the upper three brackets of the occupational scale while only nine of their fathers are found in these occupational groups. The largest percentage of these fathers are in the semi-skilled (V) and day laborer (VII) classes. The same trend of choice is evident in our other two populations. In the foster home population 25 of the 36 boys expressed a preference for occupations in the upper three classifications of the scale while only eight of their fathers are thus classified. Here, again, the fathers' occupations are grouped in the semi-skilled (V) and day laborer (VII) classifications. The preferences of 46 of the 50 children

Table 45. Comparative Table Showing Boys' Occupational Preferences and Fathers' Occupational Classification

Occupational Classification Group	Institutional Group		Foster Home Group		General Popu- lation Group	
	Boys	Fathers	Boys	Fathers	Boys	Fathers
	Total 35	Total 35	Total 36	Total 36	Total 50	Total 50
I. Professional.....	11	0	5	0	23	0
II. Semi-professional and managerial...	14	1	13	0	16	1
III. Clerical, skilled trades, and retail business.....	7	8	7	8	7	13
IV. Farmers.	0	1	4	0	0	0
V. Semi-skilled occupa- tions, minor cler- ical positions and minor business....	3	13	5	16	4	29
VI. Slightly skilled trades and other occupa- tions requiring little training or ability.....	0	1	2	4	0	5
VII. Day laborers of all classes.....	0	11	0	8	0	2

living at home are in the upper brackets of the scale while the occupations of only 14 of their fathers are in these classifications. Twenty-nine of these fathers are in the semi-skilled occupations, minor clerical positions and minor business (V) as compared to the choices of but four of their children.

If we again examine Tables 44 and 45 we see that of the three groups of children the foster home group expressed the greatest preference for occupations supposedly within their economic and intellectual grasp. In all populations it is clearly seen that a large number of the boys chose occupations considerably above both their economic strata and their own intellectual possibilities.

From an economic viewpoint great difficulty would be experienced by both the institutional and foster home groups in attaining the education essential to some occupations they desire, especially in the professions. The same, it also seems, is true for a large number of the general population children. Disregarding economic limitations, which in some instances may be overcome, the possibility of the majority of these boys attaining the highest brackets on the economic scale may be questioned, chiefly on the basis of their intellectual equipment. In Table 4 it was shown that the mean intelligence quotient for the institutional group is 96.70, for the foster home group 95.60, for the general population 106.30. We have, moreover, but two institutional, one foster home, and seven general population boys with an intelligence quotient of 120 or over. This is the norm generally accepted as indicative of ability to finish college and enter a profession. Although these ten boys have the necessary intellectual equipment for the professions not all of them desire a professional career. Of the two institutional boys with an I. Q. of 120 or more one wishes to be a big-business man, the other an office manager. The foster home boy wishes to be a doctor. In the general population two wish to be priests, one a civil engineer, two wish to become aviators, one a business man, and the last a baseball player. This leaves a disproportionate number of boys expressing a wish to enter the professions who lack the necessary mental equipment to realize their occupational desires. A similar result was also obtained by Father Lennon in studying the occupational interests of his 50 institutional boys.³

SUMMARY

From the above presentation it may be seen that aside from the selections in the farmer and slightly skilled occupations, the occupational interests of the foster home boys resemble closely those of the institutional children. These exceptions, although they place the institutional group closer in its preferences to the general population, indicate, to some extent at least, that the foster home boys seem to realize their own occupational possibilities and limitations better than the majority of the subjects of the study.

³ *Op cit*, 42

That boys in each population chose occupations higher on the occupational scale than their fathers, and in many cases above their own economic and intellectual power of attainment is, in itself, not to be condemned. It does, however, exemplify the possibilities of wise vocational guidance as a preparation for life work. This does not mean that the boys should be discouraged from aspiring to the highest occupational levels. It does mean, nevertheless, that greater emphasis should be placed on the importance, dignity and practical advantage of occupations midway on the scale, occupations within range of attainment and consistent with the personality and intellectual equipment of the individual boy.

CHAPTER IX

PERSONAL WISHES

In the preceding chapters we have had occasion to refer to the expression of the children's personal wishes as affording another source of information regarding their family interests and affections, their religious attitudes, and lastly their occupational interests. The expression of these wishes come from the responses to the question, "If three wishes were to be granted you what would they be?" (statement "16"). In interpreting this question every effort was made to impress upon the children that they were to answer as though it were possible to obtain at the moment whatever things for the present or future they most desired. Through this question we hoped to obtain some information on their intimate wishes, what they desire or yearn for most, what their ideals or dreams may be. The nature of the responses given seems to indicate frankness as well as serious thought. In many instances it appeared to us that the preceding questions of the interview had touched a responsive note in the boys' thoughts, thus leading them to repeat here thoughts already expressed in the interview. This is why we have had occasion, in the preceding chapters, to refer to the children's personal wishes.

As some means of classification is necessary to an intelligent understanding of these wishes we have grouped them under the following arbitrary headings: familial, spiritual, temporal, vocational and academic. The author makes no claim for the validity of this classification since it reflects merely his own judgment. A brief explanation, however, of the meaning associated with these terms in the mind of the author will show the basis on which the classification was made. Familial was taken to mean all wishes dealing with their own home, members of their families, and relatives. Spiritual included any wish of a religious or moral nature, which could be considered personal or altruistic in content. Temporal was taken to embrace all personal wishes material in

nature, e.g., money, gifts, luxuries, and personal desires including bodily health. Vocational refers to those wishes expressing solicitude for future success in life, the securing of a job and vocational desires. Recreational covers all references to sports, travel, or adventure, not vocational in nature. Academic contains the wishes relating to school adjustment or advancement. Here, as in any arbitrary classification, there is of necessity some overlapping, for example, some familial wishes are religious in nature, some vocational interests refer to sports, and some temporal requests are for academic ends. In instances where such overlapping was apparent, the author considered the nature of the request, the wording of it, and any additional information afforded by the boy independently of the request, before making the classification. In wishes referring to sports only those were placed under vocational wishes which were found previously in the boys' occupational interests, or which were so worded as to leave no doubt of their vocational nature.

CLASSIFICATION OF PERSONAL WISHES

Table 46 presents a composite of the children's three wishes under the above classification.

Table 46. Classification of Personal Wishes

Institutional Group		Foster Home Group		General Population Group	
Classification	Total 150	Classification	Total 150	Classification	Total 150
Spiritual.....	50	Familial.....	46	Spiritual	49
Vocational.....	43	Spiritual....	40	Vocational	41
Familial.....	28	Temporal....	29	Temporal . .	24
Temporal.....	13	Vocational..	22	Familial. .	14
Recreational....	10	Academic.....	10	Academic ..	12
Academic.....	6	Recreational....	3	Recreational ...	10

Examination of Table 46 reveals considerable difference in the type of wishes expressed by each group. Familial wishes which

rank first in the foster home group are in third place in the institutional and fourth place in the general population. This is rather a reversal of the results obtained in Chapter VI where the general population ranked first in family interests, and the institutional population second. With these latter groups spiritual and vocational wishes are in the first and second place. In the foster home group they are second and fourth, respectively. Temporal wishes are in the third place in both the foster home and the general population, but are fourth on the institutional list. Academic and recreational wishes occupy the lowest positions in each population.

We now describe the wishes under each heading of the classification.

FAMILIAL WISHES

Since we are in a very special way concerned with the children's attitudes towards their family situation, their family interests and affections, their thoughts of home, the present inquiry begins with a consideration of the familial wishes expressed by the boys. These wishes appear in Table 47. All of them concern the children's own home, members of their families and relatives.

In Table 47, the foster home group is first with 46 such wishes, followed by the institutional group with 24, and the general population with 14. As previously pointed out, on the basis of replies in Chapter VI, we should perhaps have expected the reverse order here. The present results, however, are easily explicable. In Chapter VI concrete situations centering around the family were presented, while here more scope for free expression is given. Separated from home, our dependent groups gave greater expression to what is apparently often in their minds—the thought of home and of parents. But here the children living in foster homes show greater interest in their family situation. It must be admitted that we have no more valid explanation of this than simple conjecture. On this basis we might say that the children in foster homes are living in surroundings that remind them of what their own homes might have been had they not been broken up. This configuration of home probably keeps the thought of home and of parents very active in their minds. Their association with other

children in the neighborhood, at school, church, and in social gatherings, where these children often speak of *their* home and *their* parents, probably further stimulates these thoughts. Probably, too, they may feel less secure in these homes than do children living in institutions. Then, again, we might conjecture that the institutional authorities make a greater effort than do the substitute parents in foster homes to inculcate the idea that the institution is the child's home, thus encouraging greater contentment among these children. Another reason might be that children in institutions lack that contact with children in their own homes which would serve to make them envious of them.

In the replies given to statement "9" we saw that 31 foster home and 20 institutional children requested of God "To return to my parents." Only 14 in the former and three in the latter group repeated this request in their familial wishes. We have, however, in Table 47 eighteen foster home and nine institutional boys expressing a wish to live again with one or both parents. Two foster home boys and one institutional boy, in addition, desire their separated parents to live together again, while six members of the foster home and two of the institutional group desire to see their parents. Two more children in the former group would like to find their parents, and another wishes to be loved by them. What is more, a desire to see one or both deceased parents is also expressed by members of each population. In their other wishes concern for the physical, spiritual, and temporal well being of members of their family is expressed. Worthy of note here is the desire of two foster home children to stay with their present foster mothers. One of these had made a similar request under statement "9." A desire to see or visit relatives is also expressed by members of each dependent population.

The wishes which children living in their own homes expressed regarding members of their family or the home situation centered about a concern for the happiness, the physical, spiritual, and temporal welfare of their parents. One child expressed a desire to see his deceased grandparents.

In concluding this discussion of the familial wishes expressed by the children it is well to consider the multiple choices made by some of the children in this connection. Two foster home children

made all three of their wishes familial, while four more members of this same group, together with three institutional and general population children made two such wishes. In the foster home group these wishes are:

To live with my parents. That my father get well and leave the hospital. To visit my aunt in Ohio.
To go back to mother. That father return to mother.
That my family be happy again.
To see my mother in heaven. To make money to send to my father.
To have mother own the house she lives in. That my father be young again.
To see my mother and father. To see my relatives.
That my mother not work so hard. That my father get a car.

These latter two wishes were expressed by one of the two members of this group who consider their foster parents their real parents. No familial wishes were expressed by the other child.

The two familial wishes expressed by each of the three institutional children follow:

To return to my parents. To have my stepfather get a better job.
To see my parents. To have my brother here with me.
To see my dead mother again. That my father go to heaven when he dies.

The three general population boys made the following familial wishes:

That my family always be in good health. That my father continue working.
That my family die with the last sacraments. That all my family go to heaven.
To see my grandmother (deceased). To see my grandfather (deceased).

SPIRITUAL WISHES

Following a consideration of familial wishes, our inquiry continues with the children's spiritual wishes—those wishes of a religious or moral nature which may be either personal or altruistic in character—a complete list of which appears in Table 48.

Examination of Table 48 reveals that spiritual wishes represent approximately one-third of the total wishes expressed by the institutional and general population children. In the foster home population the proportion of spiritual wishes was somewhat less. In all groups, it is to be noted that "To go to heaven when I die" is the most frequent request—18 in the institutional, 17 in the general population, and 13 in the foster home groups. Other similar requests are: "for a happy death," and "to die in God's grace," in the foster home group; "to die with the last sacraments of the Church," and "grace to go to heaven," in the general population. These requests recall to mind the replies to statement "9" where 49 in the general population, 48 in the institutional and 41 in the foster home group requested of God "Make me good so I can go to heaven when I die." The desire to be good in order to merit heaven is also found in these spiritual wishes. Fourteen wishes in the institutional and 16 in the foster home populations, together with 12 in the general population center about the desire to be good, to be kind, honest, truthful, or faithful boys and men, to avoid trouble, and to lead a holy, pious and happy life. In addition, two boys, one in an institution, the other living in his own home, desire to keep away from sin. "Not to be tempted" was the request of another institutional child. In other wishes, expressed by members of each group we find the desire to be faithful to religious obligations and to God. The solicitude for others in each population is worthy of note, especially in those wishes dealing with the poor, sick, and persecuted people.

Further examination of the individual spiritual wishes shows that two institutional, one general population and three foster home children made all three of their wishes spiritual. In addition 12 boys in the general population, 11 in the institutional, and seven in the foster home population made two such wishes.

In the institutional group we find the following spiritual wishes expressed by these 13 children:

- To go to heaven when I die. That everybody go to heaven. That everybody be happy.
- To always be good. To go to heaven when I die. To always be in good health so I may go to Mass every Sunday.

To go to heaven when I die. That persecution of Catholics in Mexico cease (three boys).
To go to heaven when I die. To be a good living man on earth.
To go to heaven when I die. That I be a good man when I grow up.
To go to heaven when I die. To be happy.
To be a good boy. That all my relatives be happy.
For grace from God. To keep away from sin.
Not to be tempted. To be holy and pure.
For a pair of rosary beads. To visit a beautiful church.
To go to church outside the institution on Sundays and holydays. To be a good citizen.

The foster home children are equally expressive in their spiritual requests. Ten boys in this group made the following wishes:

To make me good. To always be faithful to my duties as a Catholic. To always be kind.
To be a good boy. To always help other people. To go to heaven when I die.
To go to heaven when I die. To be a good boy. To be a good man when I grow up.
To go to heaven when I die. To be good in this world.
To go to heaven when I die. To have a happy death.
To make me good. That the flood sufferers be well taken care of.
For money to give to the poor. To go to heaven when I die.
To go to heaven when I die. To be a good boy scout.
To be faithful. To be truthful.
Not to forget to go to church on Sunday. To always be kind.

Thirteen children living at home expressed their spiritual wishes as follows:

To go to heaven when I die. That all my relatives go to heaven. To always lead a good life on earth.
To go to heaven when I die. To make all people on earth good.
To go to heaven when I die. To always have a Catholic education.
To go to heaven when I die. Never to get in any trouble.

To go to heaven when I die. To have all the world Catholic.

To go to heaven when I die. That all people go to heaven.

To go to heaven when I die. To always be a good man.

To be holy and pious. To keep from all sin and evil.

To be holy. To be kind.

For a happy life. To be holy.

To have the grace of God. That there be no more wars.

To be an honest man. To always be faithful to God.

Long life for everyone. To have good faith.

VOCATIONAL WISHES

The number of vocational wishes of both the institutional and general population children are nearly double those of members of the foster home group—43, 41, and 22, respectively. It will be remembered from our opening presentation that the vocational wishes include all those expressing solicitude for future success in life. For securing a job and for vocational desires. These requests are presented in Table 49.

It is apparent in Table 49 that these children are normally interested in what the future holds for them. To have a good job, to be a success in life, or as one institutional child said, "To amount to something in this world," represents a wish of deep concern to them. Eleven such desires were expressed by institutional children and six members of the other two groups. The other wishes refer to future occupations or vocations in life. Aviator, priest, doctor, farmer, artist, baseball player, sailor, business man, etc., which appeared in their occupational interests (Chapter VIII) are again found here. It is interesting to note that of the 32 vocational desires in the institutional group, 22 appeared as occupational preferences in the preceding chapter. The same is also true for the other two groups. Of the 16 vocational desires of the foster home children in Table 49 twelve appeared in their occupational interests, while 27 of the 35 in the general population are to be found in these same interests. What is more, aviator and priest, which were first and second in occupational interests, received the greatest preference here. The choice of President of the United States by two institutional children, and of Pope by a boy in the general

Table 49. Boys' Vocational Wishes

Institutional Group		Foster Home Group		General Population Group	
I would wish—	Total Wishes 43	I would wish—	Total Wishes 22	I would wish—	Total Wishes 41
To have a good job when I grow up	7	To have a good job when I grow up	5	To have a good job when I grow up	6
To get a job	1	To be successful in life	1	To be an aviator	9
To be a success in life	2	To be an aviator	3	To be a sailor	2
To amount to something in this world	1	To be a priest	4	To be a newspaper reporter	2
To be President of the U.S.A.	2	To be a Sunday school teacher	1	To be a priest	11
To be a aviator	10	To be a big farmer	1	To be a successful priest	1
To be a jeweler	1	That my wish to be a farmer come true	1	To be a Pope	1
To be an artist	2	To be a cattle raiser	1	To be a good baseball player	2
To be a priest	6	To be a sailor	1	To be a movie star	2
To be a baseball player	2	To be a railroad engineer	1	To be a doctor	1
To be a big league baseball player	1	To be a great business man	1	To be a business man	1
To be a football player	1	To be a great artist	1	To be a druggist	1
To be a movie star	1	To be a magician so I can do everything	1	To be a radio engineer	1
To be a musician	1			To become a great scientist	1
To be a big-business man	1			To be a mechanic	1
To be an officer in the Navy	1				
To be a jockey	1				
To be a wireless operator	1				
To be a great scientist	1				

population are worthy of special mention due to the lofty aspirations of the subjects.

If we consider the separate vocational wishes we see that one institutional boy made all three of his wishes vocational. In these choices he did not relate his desires one to the other. They are: To be President of the United States, to be a priest, to be a big league ball player. Eight other members of this group, together with one foster home and six general population children expressed two wishes vocational in nature. In the institutional group these wishes are:

To have a good job when I grow up. To be President of the United States.

To have a good job when I grow up. To amount to something in this world.

To have a good job when I grow up. To be an aviator.

To be a success in life. To have a good job when I grow up.

To be a jeweler. To be an aviator.

To be an artist. To be an aviator.

To be a movie star. To be a musician.

To be a baseball player. To be a football player.

The two vocational wishes expressed by the one member of the foster home group are: To have a good job when I grow up, to be an aviator.

In the general population the two vocational wishes of the six children are:

To be a priest. To be a Pope.

To have a good job when I grow up. To be an aviator.

To be a sailor. To be an aviator.

To be an aviator. To be a newspaper reporter.

To be an aviator. To be a mechanic.

To be a movie star. To be a good baseball player.

TEMPORAL WISHES

The next item in the present inquiry, temporal wishes, embraces all requests of a material nature, e.g., money, gifts, luxuries, and personal desires including bodily health. Here the foster home group expressed 29 such wishes, the general population 24, and the institutional group but 13. These wishes appear in Table 50.

I would wish—	Total Wishes 13	I would wish—	Total Wishes 29	I would wish—	Total Wishes 24
To be rich ..	1	To have a lot of money ..	1	To be a millionaire	2
To have a lot of money.	1	That some relative would leave me a lot of money ..	1	To have a couple of thou- sand dollars	1
To have good health ..	1	To earn a lot of money	1	To have some money	2
To have a nice cottage to be be content ..	1	To have enough money to live on	1	To have enough money to live comfortably	4
To have a nice house when I grow up ..	1	To have good health	3	To have a good home when I grow up	1
To own a house ..	1	To have a house	1	Never to be sick	1
To have some books. ..	1	To have a good home when I grow up	3	To be liked by all my friends	1
To have a collie dog ..	1	To have an airplane ..	2	To be happy and not work too hard.	1
To have a lot of dogs	1	To have a bicycle.	2	That every wish I make come true	2
To have an automobile	2	To have an automobile ..	1	To own an airplane	2
To have money to go to high school and college.	1	To have a watch	1	To have a yacht	1
		To have a football	1	To have a streamlined car..	1
		To have an acre of land...	1	To have two new suits	1
		That everybody like me....	1	To have a magician's ring..	1
		To always have friends	1	That our summer vacations come earlier	1
		To be 21 years old now	1	That my school win all its games	1
		To live near the sea	1	To have money for an edu- cation	1
		To go to the movies	1		
		To visit my friend	1		
		To see Major Bowes	1		
		To see my Sunday School teacher	1		

The desire for money is not the major concern of these children, although many of their requests in Table 50 demand that necessary means of exchange for acquisition. Financial considerations are found in 10 institutional, four foster home, and three general population requests. In some instances such considerations are for a definite purpose, e.g., for an education (institutional and general populations), or as a means to comfortable living (general population). Besides these requests we find the desire for a nice home often accompanied by other interesting selections. One institutional child requested an automobile, a house, and a collie dog. A foster home child asked for a house, an acre of land, and an automobile. Interesting also are the requests of another foster home child and two children living at home. The foster home child asked for an automobile, a bicycle, and an airplane. One of the children living at home requested a yacht, a streamlined car, and two new suits; the other that everything he wish come true, to have a magician's ring, and to have his summer vacations from school come earlier. Material possessions, however, do not wholly occupy their attention. Children in each group expressed a desire for good health. Among other interesting wishes we find "To always have friends," and "To be 21 years old now," in the foster home population, and the desire to be liked by others in the foster home and the general populations. We have in addition, in our foster home group, the following personal desires: "To visit my friend," "To see Major Bowes," "To see my Sunday school teacher." The request of one institutional child for a lot of dogs is worthy of note. This boy manifests a great fondness for them, and makes a hobby of collecting pictures of all types of dogs.

A study of the individual temporal wishes reveals that three foster home, two general population and one institutional boy expressed two such wishes. In the foster home group these requests are:

To visit my friend. To have enough money to live on.
To have good health. To earn a lot of money.
To have a watch. To have a football.

In the general population the wishes of the two children expressing two temporal wishes are:

To own an airplane. To have enough money to live comfortably.

To have money for an education. To have enough money to live comfortably.

The lone institutional child with two temporal wishes requested:
To have a lot of money. To have good health.

This presentation of the children's temporal wishes concludes what might be referred to as the major wishes of the children—familial, spiritual, vocational and temporal. We now pursue our inquiry further with a presentation of those wishes which might be termed minor because of the small number in each group, that is, the academic and recreational wishes.

ACADEMIC WISHES

Academic are all those wishes relating to school adjustments or advancement. Six such wishes were expressed by the institutional group, 10 by the foster home, and 12 by the general population. In these wishes it will be noted that the desire for a college education is most in evidence, five such wishes being present in the institutional and foster home groups, and eight in the general population group. Solicitude for a good education, better school adjustment, and personal intellectual equipment form the subject matter of the other wishes. No multiple choices are noted here.

In the six academic wishes expressed by the institutional children we find:

To have a college education (five boys)

To make me bright and intelligent.

The academic wishes of the 10 foster home children are:

To have a college education (five boys)

To have a good education (two boys)

To get an education

To get along better in school

To go to trade school.

In the general population we find the following 12 academic wishes:

To have a college education (eight boys)
To have a good education (two boys)
To be smart
To have wisdom

RECREATIONAL WISHES

Ten recreational wishes are found in the institutional and general populations, and but three in the foster home population. These wishes include all those with reference to sports, travel and adventure. Sports also figured in some vocational wishes. These, however, had either previously appeared in the children's occupational interests or were so worded as to leave no doubt of their vocational nature.

In ten wishes expressed by the institutional children we find references to sports, travel and adventure. One child expressed two recreational wishes: To be a good athlete; to have a lot of adventure. A complete list of the institutional children's recreational wishes follows:

To have a ride in an airplane
To have a trip around the world
To travel
To go hunting in India
To have a lot of adventure
To be a good athlete
To be a baseball player
To be a great baseball player
To be a good baseball player
To be a good baseball player when I grow up

In the recreational wishes of the foster home group there is no reference to sports or adventure. The three wishes are:

To go on a train ride
To go to Ireland
To take a vacation

The child who wishes to go to Ireland desires, also, to take his mother on the trip with him.

Travel and sports entered into the ten recreational wishes of our third group, the general population. They are:

- To go to South America
- To take a trip around the world
- To visit Washington, D. C.
- To go to California
- To visit the Vatican in Rome (Vatican City)
- To go to Maine
- To be a champion diver
- To be a hockey player
- To be a baseball player
- To be a motorcycle racer

It is interesting to compare the wishes of our 50 institutional boys with those expressed by the 50 institutional children of Father Lennon's study.¹ Father Lennon classified 148 wishes (one child made but one wish) under the headings altruistic, spiritual, temporal, vocational and academic, recreational and familial. From his description of these wishes (pp. 34, 35) we are able to group them under our classification. A comparison of the two groups of institutional children on this basis follows.

Wishes expressed by children in this study:

Spiritual	50	Temporal	13		
Vocational	43	Recreational	10		
Familial	28	Academic	6	Total	150

Wishes expressed by children in Father Lennon's study:

Spiritual	49	Recreational	10		
Vocational	45	Academic	5		
Familial	31	Temporal	8	Total	148

In this presentation we see the two groups of institutional children are nearly identical in the expression of their personal wishes. Temporal wishes alone in Father Lennon's group fail to occupy a position similar to the same classification in our group.

¹ Lennon, Rev. John J., *A Study of the Interests of 50 Dependent Boys*, 38 ff.

SUMMARY

If we look back over the wishes made by the members of our study groups it is very evident that the children gave expression to requests of a serious nature. How well these wishes represent their intimate thoughts and desires it is impossible for us to say. A negative argument—the absence of foolish and idle desires—would lead us to believe, however, that these wishes represent to a large extent either those things most desired by the children or those things which they think they ought to desire. The thoughts of home and of family, the desire to lead a good, holy and virtuous life, the concern expressed for future success in life, coming as they do after a consideration of these attitudes and interests in preceding chapters, give a more complete picture of the children themselves. We might say that thoughts and aspirations stimulated earlier in the interview seem to find a final expression here not only in the familial, spiritual, vocational and temporal wishes, but also to some extent in the academic and recreational wishes.

CHAPTER X

REVIEW AND STATEMENT OF CONCLUSIONS

In an attempt to discover the effect on the personality of a child of prolonged residence in either an institution or a foster home, a group of 50 boys from each environment were selected for special study. To these two groups there was added, for purpose of comparison, a third group of 50 non-dependent children living in their own homes. In order to have as far as possible a valid basis for comparison between the three study groups these 150 boys were selected with reference to certain standards such as age, number of years under care, intelligence rating, and school grade. All boys were from 12 to 14 years of age. All had an intelligence quotient of 80 or above. All were in elementary schools. In addition, the dependent children of both the institutional and foster home groups had been under care two years or more. The average number of years under care for the institutional children was 5.4 years and for the foster home children 5.2 years. Both groups had been under care a sufficiently long period for the influence of their new environment to have made itself felt. The general population boys, on the other hand, had been living continuously in their own homes. These groups, therefore, were relatively homogeneous with respect to those factors on which their selection for inclusion within the study was based.

These three study groups were described and contrasted with respect to the following non-intellectual traits: social maturity, attitude towards self and towards others, feeling of superiority and of inferiority, degree of social insight, conformity to the group idea of the right, attitudes towards the family situation, religious attitudes and interests, occupational interests, and personal wishes. The basis of comparison for the three groups was their performance on two standardized tests—Test for Developmental Age, and Personal Attitudes Test for Younger Boys, and the information which they gave in a personal interview. The results of the standardized tests were analyzed statistically in order that signifi-

cant differences and likenesses might be revealed. They were then studied in relationship to such known factors in the boys' life as years under care in an institution or foster home, intelligence, school grade, nationality, marital status of parents, occupation of father, size of families, order of sibship or relative position of the boy in his family.

SUMMARY OF THE STUDY

The comparisons between the three groups of boys on the basis of the tests and the personal interview yielded the following results:

1. The institutional and the foster home boys are not as mature socially as the boys in the general population. The differences between the mean scores of the dependent groups, on the Test for Developmental Age and the mean score of the general population group are statistically significant.

2. The difference between the institutional and foster home group mean scores on this same test is not statistically significant. A positive difference in favor of the foster home group was observed, however, in the critical ratio of the difference (1.68).

3. As a group the institutional children are more critical of themselves and of other boys than are the foster home and general population groups. The differences in mean scores of the three groups on these attitudes of the Personal Attitudes Test for Younger Boys, however, are not statistically reliable differences. The critical ratios between the institutional and general population mean scores, nevertheless, surpass 2.00 in both instances. A ratio of 2.20 is also observed between the institutional and foster home group mean scores on self-criticism.

4. The institutional boys have a greater feeling of being different from other boys than have the boys living in their own homes. The former also have a greater feeling of inferiority than do the boys living in their own homes. The differences observed in the mean scores of these two groups on these categories of the attitude test are significant differences. Although the institutional group mean scores do not differ appreciably from those of the foster home group, the ratio of the difference on inferiority exceeds 2.00

5. Both the institutional and foster home children have a greater feeling of superiority, as measured by the test, than do the members of the general population group. The observed differences in the mean scores, however, are not very great.

6. The dependent children, manifest in addition, a lower degree of social insight than the children in the general population. A critical ratio of 3.56 was found for the difference between the institutional and general population scores on this attitude of the test. An analysis of the difference observed between the foster home and general population mean scores yielded a ratio of 2.11.

7. On the other hand, the children in our general population deviate most from the common ideal set for this attitudes test by the "Hypothetical Average Boy." The children in the institutional group approach most closely this ideal. The foster home group resemble more closely the boys of the general population in this regard. The observed difference in mean scores of the institutional and general population here is significant. Between the institutional and foster home group mean scores a positive difference in favor of the institutional group was observed in the critical ratio of 2.65.

8. On both of these tests the observed differences in mean scores could not be traced to the influence of the factors of environment mentioned above.

9. The family interests and affections of the dependent children as revealed in a personal interview do not differ appreciably from the same interests and affection of children living in their own homes. In this inquiry, however, the institutional children approach more closely the general population than do the children in foster homes.

10. On the other hand, in the wishes expressed by the boys, the foster home children made more references to their own home, members of their families and relatives than did either of the other groups. These familial wishes ranked first in numerical importance of the total wishes expressed.

11. The institutional boys seem to be more content in their substitute homes than do the foster home children. Sixty-two percent

(31 boys) of this latter group expressed the wish that they might return to their parents. Forty percent (20 boys) of the institutional group made a similar request.

12. In the replies of the children as to the persons for whom they would care most to do something or to whom they would go for advice the foster home children expressed less choice for their own parents than either of the other two groups. This fact, however, may have been due to the inclusion of their foster parents in the list from which the choices were made.

13. Our investigation revealed that the institutional children have a greater number of contacts with members of their families than do the children in foster homes. The institutional children have more members of their families visit them and write to them than do the children of the foster home group. In addition they receive more presents from their families than do the foster home children. Furthermore, the institutional children write to their parents more frequently than the foster home children write to their parents.

14. The foster home boys, nevertheless, visit members of their families more frequently. The institutional children do not have this opportunity. When asked about this matter they said that if given the opportunity of visiting the persons they desired they would visit members of their own families. The foster home group placed family visits second to visits to specified places in their group of choices.

15. Some of the institutional and foster home boys appear to have been abandoned by their parents while under care in these substitute homes. Others in each group are either misinformed or lack information regarding their parents.

16. The religious attitudes and interests of the dependent groups do not appear to differ appreciably from children living in their own homes. On the whole a slight advantage is evident in this section of our inquiry for the institutional children.

17. As a group the institutional children's occupational interests approach more closely the occupational interests of the general population than do these same interests of the foster home group.

This agreement is further evident in the number of vocational wishes found in the three wishes made by each group of boys. A large percentage of children in each of the three groups voiced occupational preferences which appear beyond their economic and intellectual power of attainment. In the foster home group more occupations were selected within easy range of attainment than in either of the two other groups.

18. In the three wishes expressed by the children there appeared marked agreement between the institutional and general population children.

In these findings of the present study we obtained a partial answer to the question proposed at the beginning, "Do children reared in institutions and foster homes differ appreciably from children living in their own homes?"

LIMITATION OF THE STUDY

In spite of the element of control in selection of subjects for this study we had occasion to observe that the dependent groups differ appreciably from the general population group in intelligence and school accomplishment. In addition, the non-dependent group is not comparable to the dependent groups in family background. Moreover, 44 percent of our foster home children previously had some institutional experience. Furthermore, it was not possible to obtain a sufficient number of children from one locality for the dependent groups, nor was it possible to obtain them all of the same religious faith. This latter consideration, for example, impeded the study of the religious attitudes and interests of the children. A still further limitation of the present study is evident from the fact that we had no adequate means of measuring the environment of the dependent children previous to their present substitute home placement. The influence of this environment in the formation of the children's habits, attitudes and interests was unknown. We did not know, for example, how mature socially these children were when accepted for care. These latter considerations did not permit the measurement of the possible constructive work accomplished by the institution and the foster home while the

child was under care. All of these are definite limitations of the present study and were recognized by the author in interpreting the results obtained on the standardized tests. Where differences were observed and could not be explained within the data of the study, the author admitted that these differences might be caused by factors inherent in the boys or by factors of environment, or both, for which he had no measure. The limitations inherent in the informal interview method employed by the author were also recognized.

Despite the limitations inherent in the present study the author feels that the results obtained may be considered reliable as an index of the social maturity, attitudes and interests of boys who have been living in the substitute home environment of the institution or the foster home for two years or more.

SUGGESTIONS FOR FUTURE STUDY

In the course of the present study we had occasion to refer to the critical ratios of differences in mean scores on the two standardized tests as an indication that further study of the social maturity and the personal attitudes of dependent and non-dependent boys was warranted. In tracing the relationship of school accomplishment and the size of the children's families constant tendencies in types of scores were observed in both the Test for Developmental Age and in some categories of the Personal Attitudes Test for Younger Boys. The same was evident in tracing the influence of the marital status of the children's parents on some scores of this latter test. In these instances, further study of the observed relationships with larger groups of boys was recommended.

The author is of the opinion that further study should be made of the relationship between dependent children and their families while the children are under care either in institutions or in foster homes. In the present study the institution appears to do more than the foster home to strengthen the relationship of a child to his own family.

Today greater emphasis is being placed on keeping the dependent child in his own home or in the home of relatives. In the light of

this development a study of the social maturity, attitudes and interests of dependent children in institutions, foster homes and in their own homes would be of interest to all in the field of child welfare.

APPENDIX

SCHEDULE FOR RECORD OF CHILD

No.	Name	Date of Birth	Order of Siblings	Date of Adm.
Marital Status	Unm	M	Sep. Div	Prev. F
Parents Des	F	F	F	M
	Dead	Rem		
	M	M	M	
				Children in Family

Occupation of Parents:	Grade Completed in School
F _____	F 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16
M _____	
Birthplace:	M 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16
F _____	
M _____	

Education: C.A. _____ M.A. _____ I.Q. _____ Name of Test _____

Grades Repeated _____ 1 2 3 4 5 6 7 8 9 10

Grades Advanced _____ 1 2 3 4 5 6 7 8 9 10

Present Grade _____ 1 2 3 4 5 6 7 8 9 10

Results in _____ Name of Test _____

Other Tests _____

Overt Delinquency Record

Date	Character	Treatment
_____	_____	_____
_____	_____	_____

Remarks:

A STANDARDIZED INTERVIEW

Name _____

Here are a number of statements which I want you to read carefully. After reading each statement look over the items below the statement and see which ones appeal to you more than others. Make your choice as directed in the statement and tell me what it is.

1. Here are a number of holidays. There are certain ones that everybody likes in preference to others. Underline your first choice and make it "1"; your second choice and mark it "2"; your third choice and mark it "3". If the one you like best is not listed below, write it in.

Washington's Birthday	Mother's Day	Labor Day
Fourth of July	Columbus Day	Easter
Lincoln's Birthday	Memorial Day	Father's Day

2. All boys usually have in mind a man whom they wish to be like when they grow up. From the list below make your first choice, your second choice, your third choice. If your preferences are not listed below, write them in.

Eddie Rickenbacker	Dizzy Dean	Your Father
John D. Rockefeller	Mussolini	The Chaplain (Priest)
Your Foster Father	Thomas Edison	President Roosevelt
George Washington	Charlin Chaplin	Henry Ford
Al Smith	The Minister	
Joe Penner	Bobby Jones	

3. It is often said of boys that they will do anything for someone they love. Here is a list of persons you know very well. For whom would you care most to run errands, help with their work, do a favor, etc? Make your first, second, and third choice. If such a person is not listed below, write in who he or she is

Athletic Director	Chum	Aunt
Sister in Institution	Mother	Foster Mother
Chaplain (Priest)	Uncle	Teacher
Foster Father	Brother	Father
Minister	Sister	Cousin

4. If you had something very important to decide to whom would you go for advice? Mark your first, second, and third choice. If the person to whom you would go for advice is not listed below, write in who he or she is.

Sisters of Institution	Sister	Minister
Favorite Chum	Chaplain (Priest)	Relatives
Superintendent	Foster Mother	Teacher
Father	Foster Father	Mother
Brother	A Stranger	Nobody

5. Let us say you are a millionaire and you have to give away half of your money. To whom would you give the largest sum? If you would give the largest sum to someone or someplace not listed, write it in.

Sisters in Institution	Foster Parents	Brother
Mother and Father	Relatives	Sister
Chaplain (Priest)	Minister	
Superintendent	Teacher	

6. The following Saints are listed in the New Testament. Look over the list, and then make your first, second, and third choice of those Saints whom you feel were most close to Jesus while on earth.

Mary, the Mother of Jesus	St Peter	St. Philip
St. John the Baptist	St Joseph	St. James
St. John the Evangelist	St. Andrew	St. Matthew

7. John Doe found a pocketbook on the street. It contained ten dollars (\$10 00), and the owner's name and address were inside. Here is what his chums said. With which one do you agree?

1. Bill Jones said, "Findings is keepings."
2. Harry Green said, "Let's return it to the owner, because it still belongs to him."
3. John Lee said, "Let's take five dollars (\$5 00) and leave the rest there."
4. Joe Mudd said, "Let's take the money and leave the pocketbook where we found it. Gee, we can buy a lot of ice cream and see a lot of shows for ten bucks."

8. While living on earth a saint is
- A goody-goody
 - A very special friend of God
 - A person who really is not a human being
 - A person who leads a funny life

9. I would like God to:—(Make two choices)

Make me a great aviator.

Give me a college education.

Return me to my parents.

Make me good so I can go to heaven when I die

Make me a movie star.

10. Put a circle around "Agree" or "Disagree" after each item in this list, according as you agree or disagree with the statement.

1. Nothing is wrong if you don't get caught_____Agree_____Disagree
2. It is all right to tell a lie to get your friend
out of trouble_____Agree_____Disagree
3. When a bully hits you and starts a fight it is
all right to hit him back_____Agree_____Disagree
4. If someone cheats you, cheat in return_____Agree_____Disagree
5. When you stub your toe it is all right to swear_____Agree_____Disagree
6. If you are sick in bed it is not a sin to stay
away from church_____Agree_____Disagree
7. Charlie saw Harry cheating in an examination
and did the same saying, "If Harry cheated,
cheating is O. K."_____Agree_____Disagree

11. Here are words used by some boys to express how they feel about going to church on Sunday. Which one or more words express how you feel about going to church on Sunday? If more than one word expresses how you feel, mark the words 1, 2, 3, etc., in order of importance to you.

Going to church on Sunday is to me:—a duty

fun

foolishness

worth while

tiresome

an opportunity to express my love of
God

a means of pleasing my parents

useless

just this—I go to church on Sunday
because I can't get out of going

12. Mr. Nell said to Joe the other day, "Joe, as you get older you will see that the only thing in life that counts is money. Make all the money you can and don't worry about how you get it."

Do you agree with Mr. Nell? Yes No

13. "Let's drink and be merry for tomorrow we die. Once dead we are dead. There is no such thing as heaven, hell or purgatory."

Do you agree with this statement? Yes No

14. If you could go out visiting any place or person, where would you like most to go? _____

15. Tell me the occupation or job you would like to have when grown up.

16. If three wishes were to be granted you what would they be?

Visitors

How often?

Visits? Yes No Whom? How often?

Receives letters from

How often?

Writes to

How often?

Receives presents from

When?

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